



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

TX 425.1 .M465
Maxwell, William H.
Introductory lessons in English grammar

Stanford University Libraries



3 6105 04918 6799

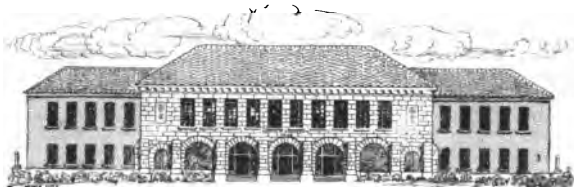
ELL'S
ENGLISH COURSE

INTRODUCTORY
§ LESSONS IN
ENGLISH §
§ GRAMMAR



NEW YORK · CINCINNATI · CHICAGO
AMERICAN BOOK COMPANY

PRESENTED BY THE PUBLISHERS



SCHOOL OF EDUCATION
LIBRARY

TEXTBOOK COLLECTION
GIFT OF
THE PUBLISHERS

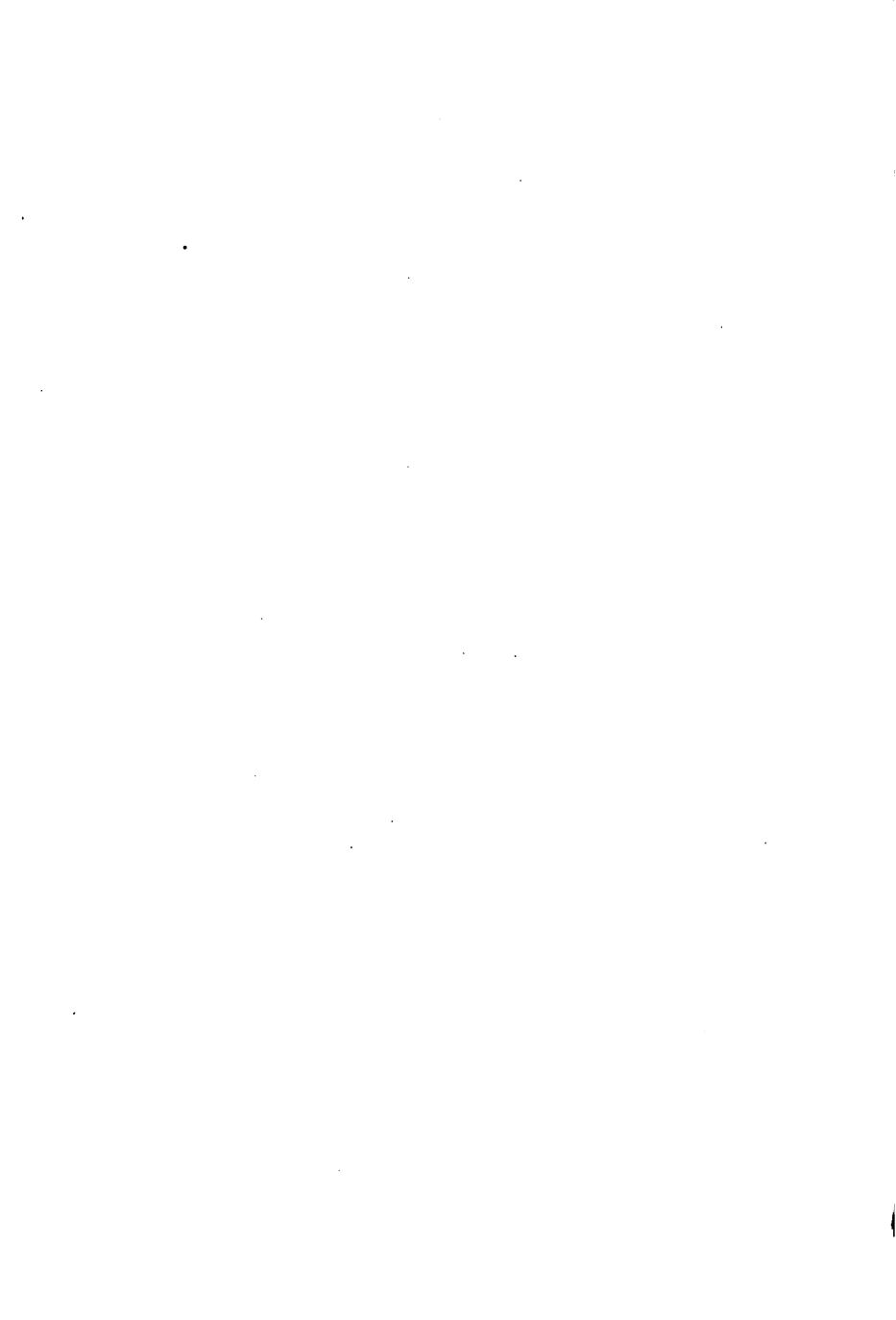


STANFORD UNIVERSITY
LIBRARIES

The retail price of this book is \$







DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY
INTRODUCTORY LESSONS

IN

ENGLISH GRAMMAR

FOR USE IN INTERMEDIATE GRADES

BY

WM. H. MAXWELL, M. A.

CITY SUPERINTENDENT OF SCHOOLS, CITY OF NEW YORK.



NEW YORK :: CINCINNATI :: CHICAGO
AMERICAN BOOK COMPANY

Wm

593635
C
MAXWELL'S ENGLISH COURSE

FIRST BOOK IN ENGLISH.

For Use in Elementary Grades.

INTRODUCTORY LESSONS IN ENGLISH GRAMMAR.

For Use in Grammar Grades.

ADVANCED LESSONS IN ENGLISH GRAMMAR.

For Use in Higher Grammar Classes and High
Schools.

COPYRIGHT, 1888, BY A. S. BARNES & CO.
COPYRIGHT, 1894, BY AMERICAN BOOK COMPANY.
MAX. INTRO. GRAM.

W. P. 18

TABLE OF CONTENTS.

LESSON	PAGE
I.—THE SENTENCE	1
II.—KINDS OF SENTENCES	4
III.—KINDS OF SENTENCES	6
IV.—THE NOUN	8
V.—MODIFIERS OF NOUNS	10
VI.—THE VERB	12
VII.—MODIFIERS OF VERBS	14
VIII.—SUBJECT AND PREDICATE	16
IX.—THE OBJECT	18
X.—ANALYSIS AND SYNTHESIS	21
XI.—THE NOUN	25
XII.—THE NOUN	28
XIII.—INFLECTION OF NOUNS—NUMBER	30
XIV.—INFLECTION OF NOUNS—GENDER	33
XV.—INFLECTION OF NOUNS—CASE	34
XVI.—ANALYSIS AND SYNTHESIS	38
XVII.—THE PRONOUN	40
XVIII.—THE PERSONAL PRONOUN	42
XIX.—THE PERSONAL PRONOUN	45
XX.—THE INTERROGATIVE PRONOUN	47
XXI.—THE CONJUNCTION	50
XXII.—COMPOUND SUBJECTS, PREDICATES AND OBJECT	53
XXIII.—THE ADJECTIVE	55
XXIV.—THE ADJECTIVE	58
XXV.—THE ADJECTIVE	60
XXVI.—COMPARISON OF ADJECTIVES	61
XXVII.—COMPARISON OF ADJECTIVES	64
XXVIII.—THE PREPOSITION	66
XXIX.—ADJECTIVE PHRASE MODIFIERS	69
XXX.—THE ADVERB	71
XXXI.—COMPARISON OF ADVERBS	74

LESSON	PAGE
XXXII.—ADVERBIAL PHRASE MODIFIERS	76
XXXIII.—EXERCISES IN REVIEW	79
XXXIV.—THE INTERJECTION	81
XXXV.—THE PREDICATE ADJECTIVE	83
XXXVI.—THE PREDICATE NOUN	86
XXXVII.—PREDICATE NOUN AND ADJECTIVE	89
XXXVIII.—APPOSITION	93
XXXIX.—THE PERSONAL PRONOUN	95
XL.—ANALYSIS, SYNTHESIS, AND PARSING	99
XLII.—TRANSITIVE AND INTRANSITIVE VERBS	101
XLII.—THE ACTIVE AND THE PASSIVE VOICE	104
XLIII.—INDICATIVE AND IMPERATIVE MODES	108
XLIV.—SUBJUNCTIVE MODE	110
XLV.—INFINITIVE MODE	113
XLVI.—VERBALS	115
XLVII.—TENSE	118
XLVIII.—EXERCISES ON THE TENSES	121
XLIX.—AUXILIARY VERBS	122
L.—REGULAR AND IRREGULAR VERBS	128
LI.—ORAL DRILL ON IRREGULAR VERBS	132
LII.—AGREEMENT OF THE VERB WITH ITS SUBJECT	135
LIII.—DEFECTIVE VERBS	137
LIV.—PARSING THE VERB	138
LV.—INFINITIVE PHRASES	139
LVI.—THE SIMPLE SENTENCE	141
LVII.—RELATIVE PRONOUNS	147
LVIII.—ADJECTIVE CLAUSE MODIFIERS	149
LIX.—ADVERBIAL CLAUSE MODIFIERS	151
LX.—SUBORDINATE CLAUSES	153
LXI.—THE COMPLEX SENTENCE	157
LXII.—THE COMPOUND SENTENCE	160
LXIII.—RULES OF SYNTAX	163
RULES FOR CAPITALS	168
RULES FOR PUNCTUATION	169

INTRODUCTORY LESSONS

IN

ENGLISH GRAMMAR.

LESSON I.

THE SENTENCE.

When we wish to make known our thoughts we use language.

We may make **motions** that express our thoughts. This is the **language of gesture**. People that are deaf and dumb use the language of gesture.

With our mouths we may make **sounds** that express our thoughts. The sounds are united to make *words*, and the words are put together to form **spoken language**.

Again, certain **marks** called *letters* may stand for the sounds used in spoken language, and these letters may be arranged to form words. These words, when properly joined, form **written language**.

In making known our thoughts, words, whether spoken or written, are put together in groups called **sentences**.

The sentences of spoken and written language are used for only three purposes.

1. To state or tell something.
2. To ask about something.
3. To express a command or an entreaty.

DEFINITION.—A sentence is a group of words used as a statement, a question, a command, or an entreaty.

The earth revolves.
Is it far to the city?
Do not tease the dog.

Words may be arranged in groups and used as parts of sentences, and yet these groups may not, by themselves, make known our thoughts. Such groups of words are called phrases.

A phrase is a collection of words rightly put together, but not used as a statement, a question, a command, or an entreaty.

On the hill.
Over the ocean wave.
Covered with snow.

RULE.—*Begin every sentence with a capital letter.*

EXERCISE 1.—*Which of the following are sentences, and which phrases?*

- | | |
|------------------------|---------------------------------|
| 1. Fire burns. | 9. The earth is round. |
| 2. Full of apples. | 10. May I go with you? |
| 3. On the floor. | 11. On a square piece of velvet |
| 4. Take your books. | 12. Why did you fail? |
| 5. Is he well? | 13. In the running water. |
| 6. Bitten by a dog. | 14. The rose is red. |
| 7. Eating a red apple. | 15. Helping his mother. |
| 8. In the rain. | 16. Sugar is sweet. |

- | | |
|----------------------------|------------------------|
| 17. Go home at once. | 21. Writing a letter. |
| 18. At my home by the sea. | 22. When did you come? |
| 19. During the storm. | 23. Life is short. |
| 20. Dare to be true. | 24. Wasting his time. |

EXERCISE 2.—*Arrange in proper order the following words and phrases :*

1. Always, of the wind, the trees, must bear, fiercest, the blasts, tallest.
2. A mouse, the cat, gray, poor, has eaten, fierce, little.
3. At the foot, near a spring, of the hill, stood, of the water, the farm-house, clearest.
4. A few, will ring, in minutes, for the dismissal, the bell, of school.
5. His watch, of burglars, kept, Mr. Smith, during the night, through fear, under his pillow, always.
6. Are dressed, of the year, in colors, in the fall, the most beautiful, the woods, everywhere.
7. For wild flowers, the girls, to the woods, are going, on Saturday, of our class, with the teacher.
8. Broken from the cliff, rolled, great, into the river, with a splash, a large rock.
9. Ran, frightened, this morning, by the cars, along the street, a horse, at great speed.
10. With their mother, near the light-house, John and I, gathering pretty shells, some children, yesterday, were watching, along the beach.
11. In shallow water, into the small streams, many kinds, of the year, to lay their eggs, go, in the spring, of fish, up the rivers.
12. Are fattened, on chestnuts, entirely, the hogs, and, acorns, of the country, many, in parts.

EXERCISE 3.—*Introduce the following phrases into sentences :*

- | | |
|---------------------|---------------------|
| 1. Nearly finished. | 3. In John's hands. |
| 2. Very frequently | 4. In the sea. |

- | | |
|-------------------------------|---------------------------------|
| 5. Over the mountain. | 13. Almost at home. |
| 6. As soon as possible. | 14. For his sake. |
| 7. Running along the road. | 15. On the top of the house. |
| 8. Around Cape Horn. | 16. From New York to London. |
| 9. On the roll of honor. | 17. At the bottom of the sea. |
| 10. Without his books. | 18. Near the Statue of Liberty. |
| 11. By studying too much. | 19. On the playground. |
| 12. In the poems of Whittier. | 20. At a difficult task. |

LESSON II.

KINDS OF SENTENCES.

As you have learned, we use spoken and written language for several purposes:

1. We may know something that we wish to tell. To tell it, we must use a kind of sentence called the *declarative sentence*. It is so called because it is used to *state* or *declare*.

DECLARATIVE SENTENCES.	{	I go to school. The rose is beautiful. He is not well. John did not go.
---------------------------	---	--

2. Another person may know something that we should ourselves like to know. In order to learn about it we ask questions, and in so doing use the *interrogative sentence*.

INTERROGATIVE SENTENCES.	{	Do you live here? Were you at school yesterday? Is he not well? Where are you going?
-----------------------------	---	---

3. We may wish to order, to command, or to entreat another to do something or not to do it. Our language in this case takes the form of the *imperative sentence*. The word *imperative* means *commanding*.

IMPERATIVE SENTENCES.	{	Study your lesson.
		Woodman, spare that tree.
		Do not kill the poor bird.
		Let us go for wild flowers.

DEFINITION.—A **declarative sentence** is a sentence that states or declares something.

DEFINITION.—An **interrogative sentence** is a sentence used to ask a question.

DEFINITION.—An **imperative sentence** is a sentence that expresses a command or an entreaty.

EXERCISE 4.—*What kind of sentence is each of the following, and why?*

1. Why does he come so often?
2. The snow, white and pure, covered the landscape.
3. I love them that love me.
4. Show me a place where I may rest.
5. Remember now thy Creator in the days of thy youth.
6. Why should the spirit of mortal be proud?
7. Hope springs eternal in the human breast.
8. He lives longest that thinks the most.
9. Come, read to me some poem.
10. Is your task too difficult?
11. The earth is round like a ball or an orange.
12. Christopher Columbus sailed from Palos in August, 1492.
13. Have you ever seen a white sparrow?
14. Hush, my babe, lie still and slumber.
15. Never put off till to-morrow what you can do to-day.

LESSON III.

KINDS OF SENTENCES.

The three kinds of sentences that you have just learned about are the only ones used. Sentences vary so much from the simple form, however, that it is sometimes not easy to decide to which class they belong. For example, we may utter a declaration, a question, or a command with so much earnestness, anger, sorrow, surprise, or other strong feeling, that the sentence becomes an **exclamation**. But the exclamation is still a statement, a question, or a command.

In writing such sentences, the feeling, if very strong, is shown by placing an exclamation point at the end. The pupil should remember, however, that it is better, as far as possible, to avoid using the exclamation point; and that an exclamatory question should be followed by a question mark.

RULE I.—*At the end of every declarative and every imperative sentence, expressing very strong feeling, place an exclamation point.*

RULE II.—*At the end of every declarative and every imperative sentence, not expressing very strong feeling, place a period.*

RULE III.—*At the end of every interrogative sentence place an interrogation point.*

EXERCISE 5.—*There are five declarative, five in-*

terrogrative, and five imperative sentences given below. Punctuate and classify them.

1. Does your son attend school regularly
2. Always study your lessons carefully
3. There is no finer sport than skating
4. May John be excused from the room
5. Do not be discouraged by failure
6. Are you always obedient to your teacher
7. Fairy stories are very pleasant reading
8. Come along to the woods for nuts
9. Did he fall into the river
10. Do not go with John
11. Spring is the most pleasant season
12. Will you not go with us to-morrow
13. The teacher sent a letter to your father
14. There are many lions found in Africa
15. Do not be afraid of the wind and storm

EXERCISE 6.—*Punctuate the following exclamations, and give your reason in each case. Tell which are declarative and which imperative.*

1. O, send my brother back to me
2. What have you done, my poor, misguided boy
3. Dare to do right Dare to be true
4. Am I a dog that you treat me thus
5. Would that I were a boy again
6. How shameful your conduct has been
7. What a disgraceful, cowardly act it was
8. Jump for your life, my boy
9. Why, Jane, he'll set his clothes on fire
10. Where in the world have you been so long
11. Touch him at your peril, sir
12. You have deceived me most shamefully
13. What a beautiful night it is
14. How glad I am that Christmas is coming
15. Yonder is my dear, dear old home
16. How could you behave so rudely

LESSON IV.

THE NOUN.

In the study of grammar, all the many thousand words employed in speaking and writing are arranged in a very few classes, called **parts of speech**. This arrangement is made by observing the different uses of words in sentences and classifying them according to these uses.

One of these classes is made up of words used as the *names* of things that we talk and write about. The words of this class are called *nouns*, because the word *noun* means a *name*.

James gave me a sweet orange.

In this sentence, *James* and *orange* are nouns because they are names.

DEFINITION.—A **noun** is a word used as the name of something.

EXERCISE 7.—*Write the names of:*

1. Ten things that you see in the room.
2. Ten things that are good to eat.
3. Ten birds or fishes.
4. Ten four-footed animals
5. Ten kinds of trees.
6. Ten articles of clothing.
7. Ten kinds of tools used by men.
8. Ten kinds of materials used in building houses.
9. Ten parts of the human body.
10. Ten things that can be seen along the street.

EXERCISE 8.—*Write sentences in which the following words are used as nouns:*

house	milk	window	toys	blot	clock
bird	rain	button	step	watch	river
stand	snow	paws	walk	slate	chain
steam	wrist	train	fish	coast	lock
mice	hand	elbow	lesson	sail	skate

EXERCISE 9.—*Fill the blanks with nouns:*

1. We found the nest with some — in it, but the — had flown away.

2. Because of the storm, I took an — with me and wore a thick —.

3. The — went to the — and gathered more than a — of nuts.

4. He spent all his — for —, —, and —.

5. When the — are late at — the — always requires their parents to send an —.

6. Hoping to find a shorter —, the — left their companions at the — and were lost in the —.

7. The farmer warned the — not to take any of his — or —.

8. The — fell into the — and shouted for his — and — in a very loud —.

9. A fierce — owned by — — bit a small — on the — and — and tore his — and —.

10. A hungry — once saw some — on a high —. After several — to get the —, the disappointed animal consoled himself by saying, "Well, it's no matter, I'm sure; for — are a sour — of —."

11. The — had a — in which he stored his —, — and —.

12. The — waved their —, and beat their —, and marched out of the —.

13. — and — tossed a rubber — until it rolled into the — and was lost.

LESSON V.

MODIFIERS OF NOUNS.

A word may be joined to a noun to describe or point out the thing denoted by the noun.

<i>sweet</i>	}	<i>cherries.</i>	<i>a</i>	}	<i>house.</i>	<i>John's</i>	}	<i>books.</i>
<i>sour</i>			<i>the</i>			<i>five</i>		
<i>red</i>			<i>this</i>			<i>my</i>		
<i>ripe</i>			<i>that</i>			<i>our</i>		

Words used like *sweet*, *sour*, *the*, *this*, etc., are called *modifiers*. They are said to *modify* the nouns to which they are joined.

A modifier adds something to the meaning of the noun. For example, when we say *blue eyes*, we know more about the eyes spoken of than when we say *eyes* alone.

A noun may have two or more modifiers.

Clear, sunshiny weather. *Fresh, ripe* berries. *That poor, little, ragged* boy.

When two or more modifiers denoting quality are used with the same noun, separate the modifiers by commas.

He is a manly, good-natured, little boy.

The modifiers *a* or *an*, and *the* are called articles; *a* or *an* the *indefinite* article, and *the* the *definite* article.

EXERCISE 10.—Supply two or more suitable word modifiers for each of the following nouns, according to the models:

A beautiful spring day. Large, ripe, luscious peaches.

hat	house	morning	faces	mountain
man	ladies	battle	dream	elephant
tree	lions	steeple	fairy	palaces
lake	scholar	ocean	beggar	summer
fish	paper	picture	eagle	winter

EXERCISE 11.—*Supply word modifiers of nouns in the following blanks :*

1. I saw — — — girl crying in — street.
2. — boys played with — — — balls.
3. — — flowers grow in — garden.
4. — child bought — — — drum.
5. Lucy has — ribbons, — books, and — toys.
6. — — — squirrel stores away nuts to eat in winter.
7. — — Santa Claus visits — — children.
8. — Bessie filled — — — pail with sand.
9. — — — soldiers wore — uniforms.
10. — — ship was caught in — — storm.
11. — baby has — eyes, — cheeks, and — hair.
12. — — butterfly alighted on — — — flower.
13. — — — kitten lay asleep in — — sunshine.
14. — — waves dashed against — — boat.
15. — — merchant bought — — presents for —
— daughter.

EXERCISE 12.—*Point out the words that modify nouns, and tell what noun each modifies.*

1. In place of the ugly caterpillar was a beautiful butterfly, fluttering its delicate wings.
2. Once upon a time there lived, in a fine palace at the bottom of the bright blue sea, a gentle little fairy named Peace.
3. A pretty shawl, warm and soft and gay, was wrapped around the precious, wee baby.
4. A fairy workman hides in every little dimpled finger.

5. I know a melancholy, lonesome, little boy, who lives beside the restless sea.

6. Young people should take much vigorous exercise in the open air.

7. The light warm breeze kissed the pale cheek of the sick boy.

8. A wily old fox caught the sleepy goose, and carried it off to the dark woods.

9. A cheery merry linnet trilled a sweet song to his dear little mate.

10. Poor simple Patty boiled yellow butter-cups to get gold out of them for her beloved mother.

11. In early spring the shy crocus lifts up her golden head, and looks about with radiant eyes.

12. The snowflakes covered the naked hedges, festooned the ragged stone walls, and built great drifts on the king's highway.

13. Some animals sleep through the long cheerless winter, and wake up with the first warm days of spring.

14. A grand stately lady with a sweet face, bent over the dying boy and kissed him.

LESSON VI.

THE VERB.

In order to express a thought in the form of a sentence, we need at least two kinds of words.

1. One or more words used as the name of something to talk about.

2. One or more words that may be joined to the name so that something may be said.

For example, to make a statement about the thing named *snow*, we need another word like *falls* or *melts*. *Snow falls. Snow melts.*

By joining the word *falls* or the word *melts* to the word *snow* we express a thought in the form of a sentence. We can not form a sentence that does not contain a word used as *falls* and *melts* are used; so that such words form a very important class. The name *verb* is given to such words. It is a shortened form of the word *verbum*, which signifies a *word*. The name indicates that the verb is the all-important word in a sentence.

When what is said is a question, the verb generally consists of two or more words.

<i>Does</i>	} <i>snow fall?</i>	<i>Has</i>	} <i>snow { fallen?</i>
<i>Did</i>		<i>Had</i>	

DEFINITION.—A **verb** is a word used to say something about some person or thing.

EXERCISE 13.—Use each of the following words as a verb by joining a noun to it so as to form a statement, a question, or a command.

sail	howls	fall	cried	roar
fight	play	sew	scratch	ring
swim	study	sing	bite	kicks
sink	fly	work	blow	shouted
shine	squeal	twinkle	run	danced
dawns	grow	burns	squeak	chirp

EXERCISE 14.—Copy the following sentences, underscore the nouns, and doubly underscore the verbs.

1. The girl wrote an invitation.
2. Time hangs heavy on his hands.
3. Kind hearts are more than coronets.—Tennyson.
4. Time and tide wait for no man.

5. And the rain descended, and the floods came, and the winds blew, and beat upon that house; and it fell not, for it was founded upon a rock.—*New Testament.*

6. But in his duty prompt at every call,
He watch'd and wept, he prayed and felt for all.
Oliver Goldsmith.

7. As some tall cliff, that lifts its awful form,
Swells from the vale, and midway leaves the storm;
Though round its breast the rolling clouds are spread,
Eternal sunshine settles on its head.—*Oliver Goldsmith.*

8. He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.—*Samuel Taylor Coleridge.*

LESSON VII.

MODIFIERS OF VERBS.

A modifier may be joined to a verb to denote *how*, *when*, or *where* the action is performed.

John skates	{ <i>gracefully.</i> <i>rapidly.</i> <i>here.</i>	The ship sailed	{ <i>away.</i> <i>slowly.</i> <i>yesterday.</i>
-------------	---	-----------------	---

A modifier adds something to the meaning of the verb to which it belongs. For, when we say *John skates slowly*, the modifier *slowly* enlarges the idea expressed by the verb *skates*.

When two or more modifiers without intervening words are used with the same verb, they are separated by commas.

The work was done cheerfully, promptly, and well.

Most modifiers that denote the manner in which an action is performed end in *ly*.

EXERCISE 15.—*Point out the modifiers that denote how the action is performed, and tell what verb each modifies.*

1. Pronounce your words distinctly and correctly.
2. A boy should obey his parents promptly and cheerfully.
3. The dog attacked him savagely and nearly killed him.
4. The snow fell steadily and silently.
5. Did he copy the letter neatly and correctly?
6. Do your work bravely and hopefully.
7. He walked slowly to the gate and went leisurely down the street.
8. I can skate fast and well.
9. Will he act wisely and speedily?
10. If you study diligently you will improve rapidly.
11. The kitten purred drowsily while May gently and lovingly stroked its fur.
12. The sailors worked hard and fast, and the storm raged furiously.
13. The little bird sang gayly and sweetly.
14. The soldier immediately seized his gun and boldly attacked the intruder.
15. The mother anxiously watched the child who was slowly and surely dying.

EXERCISE 16.—*Fill the blanks with words chosen from the following list, tell which denotes when and which where, and what verb each modifies.*

now	ever	yesterday	where	below
then	daily	early	hither	abed
once	weekly	often	whither	ashore
soon	sometimes	seldom	forward	aboard
late	occasionally	again	far	hence
always	frequently	before	near	thence
never	continually	there	above	yonder

1. If we start —, we shall — be —.
2. The sailors — left the ship and came —.
3. The paper is published — and the magazine —.
4. I have — called to see you, but have — found you at home.
5. The soldiers marched—, and — reached the fort.
6. The boy — asks his mother — she is going.
7. — lie — after sunrise, unless you are ill.
8. The children searched — and — for wild flowers.
9. The sick man moaned —, and — ate his food.
10. I worked —, and shall work — to-morrow.

LESSON VIII.

SUBJECT AND PREDICATE.

In the declarative sentence there must be :

1. Some person or thing spoken about.
2. Something said about that person or thing.

The bird sings. A child sleeps. The cow eats grass.

In the interrogative sentence there must be :

1. Some person or thing asked about.
2. Something asked about that person or thing.

Does the bird sing? Did the child sleep? Can a cow eat grass?

In the imperative sentence there must be, either expressed or understood :

1. Some person or thing commanded or entreated.
2. Words expressing the command or entreaty.

(You) Run off to school. (You) Obey your parents.

In each of the examples given above, the part in *italics* is the *subject* of the sentence; the other part is the *predicate* of the sentence. In the declarative sentence, the thing denoted by the subject is spoken about; it is inquired about in the interrogative sentence; and commanded or entreated in the imperative sentence.

The kind of sentence most commonly used is the declarative; and, therefore, the definitions given hereafter will relate to the declarative sentence, unless otherwise stated.

DEFINITION.—The **subject** of a sentence denotes that about which something is said.

DEFINITION.—The **predicate** of a sentence is that which is said of the thing denoted by the subject.

Without their modifiers, the noun that denotes that of which something is said is called the *subject noun*, and the verb in the predicate is called the *predicate verb*.

EXERCISE 17.—*Supply suitable subjects to the following predicates by filling the blanks:*

- | | | |
|-------------------------------|----------------|-----------------|
| 1. — mew. | 4. — — sailed. | 7. — — weeps. |
| 2. — — barks. | 5. — — fell. | 8. — — walk. |
| 3. — — scratches. | 6. — — cried. | 9. — — gallops. |
| 10. — — will come. | | |
| 11. — — will go to school. | | |
| 12. — — sawed the wood. | | |
| 13. — — does not study. | | |
| 14. — — — will not improve. | | |
| 15. — — — received the prize. | | |

16. — — killed the bird.
17. — — — broke the window.
18. — — — was very sick.
19. — — lived in the city.
20. — — — — is the capital of France.

EXERCISE 18.—*Fill the following blanks with suitable predicates :*

1. The boy —.
2. The blind man —.
3. The sea — —.
4. Pretty flowers — —.
5. Some animals — —.
6. Columbus — —.
7. Washington — — —.
8. Ripe peaches — —.
9. The fox — — — —.
10. The sun — — —.
11. The watchful dog — — —.
12. The studious pupil — — —.
13. A bright fire — — —.
14. A piece of cheese — —.
15. The large lake — — — —.
16. Many children — — —.
17. The baker's wagon — — —.
18. A little fish — — — —.
19. The key — — —.
20. A sailor's life — — —.

LESSON IX.

THE OBJECT.

Many verbs, when joined to a subject, make complete sense without the help of any other words. For example, the sense is complete when such verbs

as *runs*, *speaks*, or *barks* are properly joined with subjects.

The horse runs. The teacher speaks. The dog barks.

In these sentences the action expressed by the verb has nothing to do with any thing else than the thing denoted by the subject.

There are other verbs, however, that express action of a kind requiring something to receive it. When we use such words as *bit*, *struck*, or *hurt*, we feel at once that the sentence telling of something that *struck* or *bit* must tell also what *was struck* or *bitten*. Thus, the sense is not complete when we say,

The dog bit —. John struck — —. Mary hurt —.

The sense is made complete by filling the blanks with the name of something that receives the action.

The dog bit Charles. John struck the ball. Mary hurt the bird.

A word used as *Charles*, *ball*, and *bird* are used, is called the *object* of the verb, and the verbs are called *transitive verbs*. *Transitive verbs* are so called because transitive means *passing over*; that is, the action passes over from the actor to the person or thing that receives the action.

Verbs used as *runs*, *speaks*, and *barks* are used above, are called *intransitive verbs*.

Without its modifiers, the noun in the object is called the *object noun*.

DEFINITION.—A **transitive verb** is a verb expressing action that is received by some person or thing.

Henry studies his lessons. The clerk copied the letter. He earned a dollar.

DEFINITION.—An **intransitive verb** is a verb expressing being or state, or action not received by any person or thing.

The man is wise. The babe sleeps. The letter came.

EXERCISE 19.—*Put an object after each verb, and tell which word is the name of the actor :*

- | | |
|-----------------------|----------------------------|
| 1. Mary loved —. | 11. The boy throws —. |
| 2. John saw —. | 12. The cat caught — —. |
| 3. Harry pushed —. | 13. Mice like —. |
| 4. Horses eat —. | 14. The lion devoured — —. |
| 5. Kate broke — —. | 15. The horse kicked —. |
| 6. The boy lost — —. | 16. The child spilled — —. |
| 7. Squirrels climb —. | 17. Frank soiled — —. |
| 8. Water quenches —. | 18. Horses draw —. |
| 9. Grocers sell —. | 19. Bessie swept — —. |
| 10. Boys like —. | 20. A cobbler mends —. |

EXERCISE 20.—*Supply subjects, and use each of the numbered expressions as the object of a transitive verb selected from this list :*

<i>have violated,</i>	<i>watched,</i>	<i>had stolen,</i>	<i>should lengthen,</i>
<i>has sold,</i>	<i>burned,</i>	<i>will occupy,</i>	<i>deserved,</i>
<i>were raking,</i>	<i>purchased,</i>	<i>have opened,</i>	<i>can enjoy,</i>
<i>explained,</i>	<i>leads,</i>	<i>have destroyed,</i>	<i>will gain,</i>
<i>heard,</i>	<i>should obey,</i>	<i>will light,</i>	<i>arrested.</i>

- | | |
|-------------------------|----------------------------|
| 1. the sick boy's room. | 4. the teacher's praise. |
| 2. the farmer's hay. | 5. each person's attention |
| 3. the kite's tail. | 6. the morning's breeze. |

- | | |
|----------------------------|-----------------------------|
| 7. the lady's friend. | 14. the blue-bird's nest. |
| 8. the tree's branches. | 15. our minister's sermon. |
| 9. a sailor's life. | 16. the visitor's overcoat. |
| 10. my father's house. | 17. the merchant's success. |
| 11. the foreigner's trunk. | 18. the driver's seat. |
| 12. an eagle's flight. | 19. the king's command. |
| 13. his uncle's farm. | 20. the general's orders. |

EXERCISE 21.—Use the following words in sentences, and tell which are used transitively and which intransitively:

eats	drew	writes	crossed	plants
smiles	sit	reads	brought	spent
sets	hates	left	laughed	cough
killed	scream	fell	crows	taught
studied	heard	built	chirp	found
threw	lift	arrived	hammers	washed

LESSON X.

ANALYSIS AND SYNTHESIS.

As you have already learned, every sentence must contain two parts,—a *subject* and a *predicate*. To separate a sentence into its parts by pointing out its subject and predicate is called *analysis*. The word *analysis* means *a separation into parts*. As we learn about other classes of words, it will be necessary, in order to analyze a sentence, to do much more than merely to point out its subject and predicate.

To put together parts of sentences such as subjects and predicates so as to form correct sentences, is called *synthesis*. The word *synthesis* means *a putting together*.

DEFINITION.—**Analysis** in grammar is the process of separating a sentence into parts according to their use.

DEFINITION.—**Synthesis** in grammar is the process of constructing sentences whose parts are given, their use being known or stated.

EXERCISE 22.—*Form sentences by joining each subject given below to a suitable predicate selected from the list of predicates.*

Subjects.

1. The door
2. A letter
3. John's mother
4. February
5. The burglar
6. The baker's bread
7. My day's work
8. The lesson
9. The doctor's advice
10. The water in the pitcher
11. The cottage by the sea
12. The farmer's barn
13. New York
14. The traveler
15. The gentleman

Predicates.

was long and difficult.
is nearly finished.
was not followed.
was brought from the spring.
was made of walnut.
was filled with hay.
came from my uncle.
is larger than Philadelphia.
ascended the mountain.
slipped a dollar into my hand.
is cold and stormy.
tried the door.
was stale and sour.
was blown down.
wrote to the teacher.

EXERCISE 23.—*Form interrogative sentences by joining each subject given below to a suitable predicate. Be careful to punctuate and capitalize properly.*

Subjects.

1. Thomas
2. The boys
3. The poor girl

Predicates.

was occupied by Jack
did fall yesterday
did punish the idle pupils

*Subjects.**Predicates.*

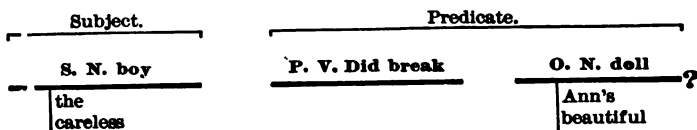
- | | |
|-------------------------------|-----------------------------------|
| 4. My sister's teacher | has fallen during the week |
| 5. The grocer's wagon | did receive a reward |
| 6. The red school-house | does grow in your garden |
| 7. This beautiful tree | did upset in the street |
| 8. That piece of bread | will be punished by her mother |
| 9. The price of flour | can not solve the problem |
| 10. The lily-of-the-valley | is still standing |
| 11. New York City | did return from the city promptly |
| 12. The Statue of Liberty | is the metropolis of America |
| 13. The idle scholar | will not satisfy his hunger |
| 14. The House that Jack Built | is not lighted by electricity |

EXERCISE 24.—*Analyze the following sentences by pointing out the subject and the predicate of each:*

1. The little girl smiled.
2. The earth is round.
3. Time flies very swiftly.
4. George Washington was the father of his country.
5. The royal family rode to church in a beautiful carriage.
6. A beautiful vase fell with a crash to the floor.
7. The flag of the United States waved proudly aloft.
8. Very early in the morning begin the songs of the birds.
9. After breakfast the traveler started on his journey.
10. Behind the clouds the sun is still shining.
11. At the close of the day the weary toilers rested from their labors.
12. In slumbers of midnight the sailor boy lay.
13. Backward and forward before the gate walked a watchful sentinel.
14. Three score and ten years pass away very quickly.
15. Old Mother Hubbard went to the cupboard.
16. Trust no future howe'er pleasant.
17. Does the moon give warmth to the earth?
18. Is the lily more beautiful than the rose?
19. Does the tiger belong to the cat-family?
20. Under a spreading chestnut-tree
The village smithy stands.

EXERCISE 25.—Study the following models, and then analyze the following sentences by diagrams, and explain the analysis:

Did the careless boy break Ann's beautiful doll?



EXPLANATION.—The sentence is *interrogative*,—it asks a question.

The *subject* is *the careless boy*,—it denotes that about which something is asked.

The *predicate* is *did break Ann's beautiful doll*,—it expresses what is asked.

The *subject noun* is *boy*.

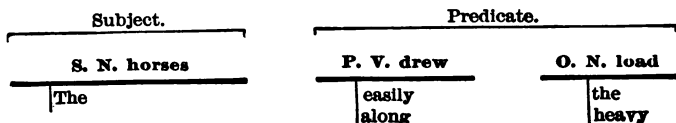
The *predicate verb* is *did break*.

The *object noun* is *doll*.

The *modifiers* of the subject noun are *the* and *careless*.

The *modifiers* of the object noun are *Ann's* and *beautiful*.

The horses easily drew the heavy load along.



EXPLANATION.—The sentence is *declarative*,—it expresses a statement.

The *subject* is *the horses*,—it denotes that about which something is said.

The *predicate* is *drew the heavy load along easily*,—it expresses what is said.

The *subject noun* is *horses*.

The *predicate verb* is *drew*.

The *object noun* is *load*.

The *modifier* of the subject noun is *the*.

The *modifiers* of the predicate verb are *along* and *easily*.

The *modifiers* of the object noun are *the* and *heavy*.

1. That small boy won the prize.
2. Mary often visited her sick playmate.
3. The old ferryman rowed the little boat rapidly.
4. The red fire paints the empty room.
5. Crusoe's companions were all quickly drowned.
6. Did you see that beautiful bird?
7. Do your whole duty bravely.
8. The children attended school regularly.
9. The poor fellow will soon forget all his troubles.
10. All the birds took their flight southward.
11. The brave sailor managed his boat skillfully.
12. The faithful girl studied her lesson thoroughly.
13. John's father purchased a fine gold watch.
14. That dreary, old, stone house has no tenants.
15. Always obey your parents cheerfully.
16. Did you ever hear a skylark's song?
17. Examine your teacher's solution carefully.

LESSON XI.

THE NOUN.

CLASSES OF NOUNS.

We have learned what nouns are, but we have yet to learn into what classes they may be divided.

If every object in the world had a different name, we should need millions of words. But although the number of objects is very great, all that have any interest or importance have been named. This has been done by calling things that resemble each other by the same name. This plan has given us such

words as *stone, fruit, leaf, man*. These are *class-names*. Many of these classes have been separated into smaller classes. Thus, the class of things called *plants* has been divided into *trees, shrubs, and herbs*. Each of these classes has been further divided; *trees* into *pine, oak, maple*, etc.; *shrubs* into *rose, currant, gooseberry*, etc.; *herbs* into *clover, pink, geranium*, etc. When several objects have the same name they are said to have a *common* or *general* name. Hence, such nouns as those given above are called *common nouns*.

Many common nouns are composed of two or more words; as, *skate-strap, lily-of-the-valley*.

DEFINITION.—A **common noun** is a noun that is used as the name of a class of things.

cat, forest, hill, fish-hook.

Again, there are some things of so much importance that they must have names that are not class-names. Thus, suppose your brother is far away in another city. You wish to write to him. If you put on the letter only class-names, such as *brother, city*, he will never get your letter. But if the city is *Boston*, and his name is *Henry G. Brown*, there need be no trouble about it. Such names are *particular* or *personal* names, and they are called *proper nouns*.

Proper nouns, like common nouns, are often composed of more than one word; as, *John Smith, New York City*.

You will notice that most things that have indi-

vidual names have also general names. For example, Henry G. Brown may be spoken of by the general names *man*, *person*, *individual*, and perhaps by *merchant*, *voter*, *citizen*, etc.

DEFINITION.—A **proper noun** is a name that belongs only to some particular person, place, or thing.

Henry, Boston, Monday, April.

RULE.—*Begin every proper noun with a capital letter.*

EXERCISE 26.—*For each of the following class-names mention two or more individual names of things belonging to the class.*

flower	city	ocean	country	citizen	discoverer
mountain	girl	man	person	cape	house
river	author	woman	general	sea	book
boy	teacher	sailor	carpenter	merchant	president
poem	railroad	street	clerk	father	governor
village	lake	ship	pupil	mother	capital

EXERCISE 27.—*Mention two or more words that denote smaller classes of the things denoted by the following nouns:*

fish	animal	tool	dish	stream	quadruped
cattle	road	feeling	insect	vehicle	flower
fruit	workman	time-piece	officer	building	mineral
bird	person	book	document	disease	science

EXERCISE 28.—*Tell which are common, and which are proper nouns, in the following sentences:*

1. On Christmas, Mary received from her mother a beautiful doll.

2. William caught three rabbits in a hollow tree by the meadow.
 3. Sicily is an island in the Mediterranean Sea.
 4. The people of Russia must endure great cold in winter.
 5. Albert owned a large dog called Rover, and a cat called Tabby.
 6. A gentleman from Baltimore left the train at Philadelphia.
 7. Columbus sailed in three ships from Palos on the third day of August.
 8. Napoleon was defeated at the battle of Waterloo, and was sent to the island of St. Helena.
 9. The Mississippi rises in the State of Minnesota, and empties into the Gulf of Mexico.
 10. Alexander Hamilton was killed in a duel by Aaron Burr.
 11. Murat was a marshal of France, and was said to be the best leader of cavalry in Europe.
 12. "David Copperfield" is one of the best works of fiction written by Charles Dickens.
 13. There was a little girl, who had a little curl,
That hung down the middle of her forehead.
 14. Then outspake brave Horatius, the captain of the gate:
"To every man upon this earth death cometh soon or
late."
-

LESSON XII.

THE NOUN.

CLASSES OF NOUNS.

The names of things that we can look at or handle are easily recognized as nouns; but there are many names of things that we can not look at or handle. Yet if they are used as the names of things that can be thought of or talked about, such names are nouns.

Many nouns of this kind are the names of *qualities*; as *goodness, truth, beauty, power*.

Since we may think about *goodness, truth*, etc., separated or *abstracted* from the things to which they belong, such words are called *abstract nouns*.

Most abstract nouns are derived from adjectives and verbs. Some are derived from nouns.

From the <i>adjectives</i>	{ <i>wise</i> <i>brief</i> <i>glad</i> }	are derived	{ <i>wisdom</i> , <i>brevity</i> , <i>gladness</i> .
----------------------------	--	-------------	--

From the <i>verbs</i>	{ <i>hear</i> <i>please</i> <i>believe</i> }	are derived	{ <i>hearing</i> , <i>pleasure</i> , <i>belief</i> .
-----------------------	--	-------------	--

From the <i>nouns</i>	{ <i>child</i> <i>friend</i> <i>martyr</i> }	are derived	{ <i>childhood</i> , <i>friendship</i> , <i>martyrdom</i> .
-----------------------	--	-------------	---

EXERCISE 29.—*Point out the nouns, and tell which are abstract nouns:*

1. Prompt obedience to the wishes of parents is the duty of all children.

2. It is an old maxim that honesty is the best policy.

3. The pain of parting from our friends is diminished by thoughts of the pleasure we shall feel at our return.

4. Our memories are strengthened by exercise and weakened by neglect.

5. The sound of sweet music is said to have a charm that will soothe grief and sadness.

6. Sorrow for a fault should always go before forgiveness.

7. He did his work out of respect for the wishes of his teacher.

8. We should not become despondent from failure or boastful from success, for life is too short for either to have long continuance.

9. The idler lost his situation because of inattention to his employer's business.

10. Good writing requires a careful attention to the proper slant of the letters.

11. The day is done, and the darkness
Falls from the wings of night,
As a feather is wafted downward
From an eagle in his flight.

I see the lights of the village
Gleam through the rain and the mist,
And a feeling of sadness comes o'er me
That my soul can not resist:

A feeling of sadness and longing,
That is not akin to pain,
And resembles sorrow only
As the mist resembles the rain.—*Longfellow.*

EXERCISE 30.—*Tell what abstract nouns are derived from the following words:*

grateful	man	religious	humble	brave	frank
vain	girl	hunt	weak	warm	candid
impudent	young	bad	poor	relieve	grand
frequent	fine	long	pious	speak	broad
ride	boy	ignorant	splendid	drink	wide
fly	deep	cruel	just	hero	prosperous

LESSON XIII.

INFLECTION OF NOUNS.

NUMBER.

If you examine the sentences in the preceding exercises you will notice that many words change their forms when there is a change in their use. Most nouns do this. For example, when we use the

words *hat, fox, knife, mouse, piano*, we mean one of the things named; but if we mean more than one, we use the forms *hats, foxes, knives, mice, pianos*.

This change in the form of a word, which comes from its being differently used, is called *inflection*.

DEFINITION.—**Number** is that form or use of a word by which it denotes one or more than one.

DEFINITION.—The **singular** number of a noun is the form or use of it that denotes *one*.

DEFINITION.—The **plural** number of a noun is the form or use of it that denotes *more than one*.

RULE I.—*Most nouns add s to the singular to form the plural.*

books, rats, lions, ink-stands.

RULE II.—*When the singular ends in a hissing letter or letters, such as s, z, sh, ch (sounded as in the word church), and x, the plural is formed by adding es to the singular.*

hisses, adzes, sashes, latches.

RULE III.—*When the singular ends in y preceded by a vowel, the plural is formed by adding s to the singular.*

fays, keys, volleys, toys, guys.

RULE IV.—*When the singular ends in y preceded by a consonant, the y is changed into i and es is added to form the plural.*

spy—spies, sky—skies, belfry—belfries.

RULE V.—*Most nouns ending in f or fe form their plurals by adding s to the singular; some by dropping f or fe and adding ves.*

fishes, skiffs, cliffs, strifes, half—halves, shelf—shelves.

EXERCISE 31.—*Write the plural of each of the following nouns, and give the rule:*

sailor	apple	circus	river	window	loaf
horse	knife	rose	lake	lamp	dwarf
donkey	valley	tree	wolf	piece	beef
star	lash	camp	kiss	thief	sheaf
watch	church	witness	glove	strife	brush
pony	watch	turkey.	dove	eye	boss
lady	mass	life	muff	fly	index
chief	tiger	calf	rush	sigh	suffix
wife	fox	half	grass	bench	prefix
monkey	story	cow	glass	leaf	coach

Many nouns form their plurals not in accordance with the rules just given. There is no better way to learn these forms than to study them one by one. A few of them are given below.

EXERCISE 32.—*Study the following words, so that you may be able to give the plural when you hear the singular, or the reverse.*

<i>Sing.</i>	<i>Plural.</i>	<i>Sing.</i>	<i>Plural.</i>
ox	oxen	foot	feet
mouse	mice	penny	pennies or pence
goose	geese	cow	cows or kine
man	men	brother	brothers or brethren
woman	women	die	dies or dice
child	children	cherub	cherubs or cherubim
tooth	teeth	seraph	seraphs or seraphim

LESSON XIV.

INFLECTION OF NOUNS.

GENDER.

Persons and animals are divided into two classes. Males form one class or sex, and females form the other. The name of any male is said to be a *noun* of the *masculine gender*; the name of any female is said to be a noun of the *feminine gender*. The name of any thing whose sex is not taken into account, or the name of any thing without life, is said to be a noun of the *neuter gender*.

Some nouns are used either for males or for females; such as *child*, *parent*, *sheep*. Such nouns are said to be of the *common gender*, but we may generally know their gender from something that is said about them.

The gender of nouns may be shown:

1. By different words, as *boy*, *girl*; *man*, *woman*.
2. By different endings, as *governor*, *governess*; *actor*, *actress*.
3. By putting before a noun of the common gender a word whose gender we know, as *he-goat*, *she-goat*; *man-servant*, *maid-servant*.

DEFINITION.—Gender is that form or use of a word by which it denotes sex.

DEFINITION.—The *masculine gender* is that form or use of a word that denotes the male sex.

DEFINITION.—The **feminine gender** is that form or use of a word that denotes the female sex.

DEFINITION.—The **neuter gender** is that form or use of a word that denotes the absence of sex.

DEFINITION.—The **common gender** is that form or use of a word that denotes something whose sex may be either male or female.

EXERCISE 33.—*Make lists of the following words according to their gender :*

boy	nut	governess	emperor	nephew	lady	widow
girl	coat	king	duke	aunt	whale	maid
man	bull	prince	book	uncle	John	bird
woman	tigress	queen	duck	father	ship	fowl
slate	cat	princess	drake	sister	nun	flower
fish	city	teacher	niece	son	monk	hen
lioness	hat	author	cousin	daughter	lad	gander

LESSON XV.

INFLECTION OF NOUNS.

CASE.

A long time ago the form of a noun used as the subject of a verb was different from that of a noun used as the object of a verb, but this is no longer so.

The dog bit the cat. The boy struck the dog.

The word *dog* is used, in the first sentence, as *subject*, and in the second, as *object*; but the *form* of the word is unchanged. The *use* of the word. how-

ever, or its *relation to other words* in the sentences, is different. The word *dog*, in the first sentence, denotes that about which the statement is made; hence, it bears to the verb *bit* the *relation of subject*. In the second sentence, *dog* bears the *relation of object* to the transitive verb *struck*.

A word denoting that about which a statement is made is in the ***nominative case***. The word *nominative* means *naming*.

A word that bears the relation of object to a transitive verb is in the ***objective case***.

There is, however, another way in which nouns are used, and then a slight change is made in their forms. If you wish to speak of the hat that belongs to John, you do not say *John hat*, but *John's hat*. So likewise you say *My father's house*, *The soldiers' muskets*; meaning the house belonging to your father, and the muskets belonging to the soldiers. This relation of ownership is shown by adding an apostrophe (') and *s* to *father*, and an apostrophe to *soldiers*. A noun used in this manner is said to be in the *possessive case*.

DEFINITION.—The **case** of a noun is that form or use of the noun that denotes its relation to other words in a sentence.

The **nominative case** of a noun is the use of the noun in the relation of *subject* in a sentence.

DEFINITION.—The **possessive case** of a noun is that form of it which denotes the relation of *ownership*.

The objective case of a noun is the use of the noun in the relation of *object* to a transitive verb.

To give an account of a word in a sentence, by mentioning the class to which it belongs, giving its inflections, and telling its relations to other words in the sentence, is to *parse* it.

EXERCISE 34.—*In the following sentences, mention the nouns, and tell the case of each, giving reasons.*

1. John tore Henry's book and broke Jane's slate.
2. The poor boy's leg was crushed.
3. Industry and perseverance overcome many obstacles.
4. Hens' eggs are white, but most birds' eggs are colored.
5. The dog's ears were closely cropped.
6. The teachers and pupils heard the girl's song.
7. The flowers' fragrance sweetened the air.
8. The Admiral's vessel was wrecked.
9. All our hopes and fears are ended.
10. The May-flowers open their soft, tearful eyes.
11. A beautiful girl watched the shadows and heard the honey-bees' hum.
12. The robin's song reached the sick man's darkened room.
13. June's lovely days bring buds and flowers.
14. The brook's clear surface reflected the moon's silver rays.
15. The teacher's explanation made the example clear.
16. The forest's shade conceals many a beautiful flower.
17. Were John's clothes well made?
18. The bees' sharp stings penetrated the boy's flesh.
19. The boy's flesh was pierced.
20. The atmosphere's poisons are absorbed by the trees' leaves.
21. The lawyer's speech was much admired by the audience.
22. The trees' leaves absorb the atmosphere's poisons.

EXERCISE 35.—*Parse the nouns in the following sentences, in accordance with the model. Tell also which words are transitive verbs, and which intransitive verbs.*

1. John tore Kate's books.

MODEL.—*John* is a *noun*, because it is the name of a person; *proper*, because it is the name of a particular person; *singular number*, because it denotes but one person; *masculine gender*, because it denotes a male; *nominative case*, because it is the subject of the verb *tore*. *Kate's* is a *noun* (give the reasons); *proper*; *singular number*; *feminine gender*; *possessive case*, because it denotes ownership.

Books is a noun; *common*, because it is a class name; *plural number*, because it denotes more than one; *neuter gender*, because it denotes something without sex; *objective case*, because it is the object of the transitive verb *tore*. *Tore* is a verb; *active*; *transitive*. (Give reasons.)

2. The hunter shot George's pet rabbit.
3. Did Mary break her sister's doll?
4. Are the moon's rays warm?
5. Always obey your teacher's requests.
6. The wisest men sometimes make mistakes.
7. The ripest apples have the richest colors.
8. Has James done a good day's work?
9. My friend's horse was killed.
10. Alfred's story alarmed his mother.
11. Has Henry finished his Latin exercise?
12. The eagle can carry a lamb.
13. The girl's brother always solves her most difficult examples.
14. The king was counting his money, and the queen was eating bread and honey.
15. The pupils' work was carefully and quickly examined.
16. Every school-boy should read Dickens's "David Copperfield."
17. The clouds' shadows traverse the mountain's sides.

LESSON XVI.

ANALYSIS AND SYNTHESIS.

The pupil has seen that nouns may be modified by other words. These modifiers may be,

1. Words that *denote some quality*.

Good children. Pretty pictures. Clear water.

2. Words that *point out*.

The horse. This book. Those men.

3. Words that *point out*, and at the same time *denote ownership*.

Her bird. His slate. Mary's hat. Birds' nests.

Nouns in the possessive case, like *Mary's* and *birds'* above, are just as much modifiers as quality words are.

EXERCISE 36.—*Analyze the following sentences by means of diagrams, as in the model, and explain the analysis :*

1. A spider's treacherous web hopelessly entangled the foolish fly.

Subject.		Predicate.	
S. N. web		P. V. entangled	O. N. fly
A spider's treacherous		hopelessly	the foolish

2. I frequently visit foreign cities.
3. Julia's happy bird gayly warbled a sweet song.
4. The watchman's rattle startled the drowsy people.

5. The careless maid lost the lady's jewels.
6. A cruel boy robbed the wren's little nest.
7. Brisk showers suddenly checked the children's sport.
8. The gentle cows meekly crop the sweet young clover.
9. The hen's cunning little chickens greedily ate the cook's crumbs.
10. George's cousin lately bought a fine new gun.
11. We eagerly watched the busy sailors.
12. That bold fisherman told many startling tales.
13. A baby's prattle generally amuses older people.
14. The farmer's men are picking luscious purple grapes.
15. The sun's hot beams soon withered the poor thirsty plant.
16. The flowers' fragrance completely filled the invalid's room.

EXERCISE 37.—*Supply modifiers of the nouns and verbs given below so that each sentence will exactly fill the model diagram.*

MODEL DIAGRAM.

Subject.		Predicate.	
S. N.		P. V.	O. N.
Modifiers.		Modifiers.	Modifiers.
<i>Subject Noun.</i>		<i>Predicate Verb.</i>	<i>Object Noun.</i>
1.	cat	caught	mice
2.	boy	solved	examples
3.	leaves	adorn	tree
4.	farmer	has gathered	apples
5.	Alice	was chasing	butterfly
6.	fox	killed	chickens
7.	children	are picking	flowers
8.	manners	make	impression
9.	labor	accomplishes	results
10.	sailors	rowed	boat
11.	baker	makes	bread

	<i>Subject Noun.</i>	<i>Predicate Verb.</i>	<i>Object Noun.</i>
12.	maid	swept	room
13.	jeweler	repaired	bracelet
14.	ocean	floats	ships
15.	lightning	shattered	tree
16.	teacher	punishes	pupils

LESSON XVII.

THE PRONOUN.

When a child first learns to talk, in speaking about itself it uses its own name. Thus, when Louis is sleepy he will say, "*Louis is sleepy.*" Little Katy, when hungry, will say, "*Katy wants Katy's dinner.*" In speaking about strangers, the child uses such words as *man, woman, lady*. Thus, "*The man gave Louis a penny.*" "*The lady brought Katy a pretty flower.*"

But the child soon learns a better way of speaking. He finds out how to use certain little words called *pronouns*. By means of these words, he is able to talk about himself without mentioning his own name; and he can talk to other persons or things, or about them, even when he does not know their names.

Some pronouns denote the speaker, as *I, we, me, us*; some denote the person or thing spoken to, as *you, your*; and some denote the person or thing spoken about, as *he, she, it, them, his, her*.

DEFINITION.—A pronoun is a word that denotes persons or things without naming them.

The antecedent of a pronoun is the name of the person or thing denoted by the pronoun.

Antecedent means "going before," and the word is used because the name of the person or thing denoted by a pronoun generally occurs in the sentence before the pronoun.

The baby lost its rattle.

EXERCISE 38.—*Improve the following sentences by using pronouns instead of certain other words:*

1. Frank learned Frank's lesson before Frank went to school.
2. The kitten ate the kitten's breakfast.
3. Robert and George took Robert's and George's skates and went to the lake.
4. The girls ate the girls' lunch under a large tree.
5. Jennie and Bertie are happy because Jennie and Bertie are good.
6. The little dog ate the little dog's meat and drank the little dog's milk.
7. The children were frightened at the elephant because the elephant was so large.
8. My brother was cutting wood, and my brother cut my brother's foot.
9. Mary said that Mary had finished Mary's work, but Mary was mistaken.
10. John's father told John that John must learn John's lesson before John went to school.
11. Walter said, "Give Walter Walter's dinner."

EXERCISE 39.—*Mention the pronouns, and the antecedent of each.*

1. Frank's kite flew so high that he could scarcely see it.
2. "Children," said Aunt Sue, "you must be quiet at your play, or I shall send you to bed."

3. King Midas valued his royal crown because it was made of gold.

4. The sun was shining on the sea,
Shining with all his might;
He did his very best to make
The billows smooth and bright.

5. The wind blew with all his strength a cold blast; but the fiercer he blew, the tighter did the man clasp his cloak around him.

6. "What a selfish dog you are!" said the ox; "you can not eat the hay yourself, nor will you let me eat it."

7. The herald bade Cinderella sit down on a stool in the kitchen, and himself put the slipper on her pretty little foot, which it fitted exactly.

8. "Oho!" said the pot to the kettle;
"You are dirty and ugly and black!
Sure no one would think you were metal,
Except when you're given a crack."
"Not so! not so!" kettle said to the pot;
"'Tis your own dirty image you see;
For I am so clean—without blemish or blot—
That your blackness is mirrored in me."

LESSON XVIII.

THE PERSONAL PRONOUN.

Most of the pronouns mentioned in the preceding lesson are used to *denote persons*, or something supposed to speak, or to understand speech, as persons do.

Those denoting *the speaker*, as *I*, *me*, *we*, *us*, etc., *always* denote persons, or something represented as speaking.

I was sick. Mary saw us

Those denoting *the listener*, as *thou, thee, you*, etc., denote persons, or something spoken to as if it were a person.

Thou art the man. Did you go?

But those denoting *the person or thing spoken about*, as *he, him, she, it, they*, etc., sometimes refer to persons and sometimes not.

Birds are happiest when they are free.

When the sun rose, he darted his fierce beams on the flowers, and they withered.

Hence, since most of these words denote persons, they are *all* called *personal pronouns*.

DEFINITION.—A noun or a pronoun is of the **first person** when it denotes the *speaker*.

DEFINITION.—A noun or a pronoun is of the **second person** when it denotes the person or thing *spoken to*.

DEFINITION.—A noun or a pronoun is of the **third person** when it denotes the person or thing *spoken about*.

EXERCISE 40.—*Tell which pronouns denote persons and which do not; mention also the antecedent of each.*

1. The maid washed *her* dishes and put *them* in the closet.
2. Little Louis said *he* thought *his* top would get dizzy because *it* turned round so fast.
3. The friendly cow all red and white,
 I love with all *my* heart;
 She gives *me* cream with all *her* might;
 I eat *it* with *my* tart.

4. To-day *my* doll is one year old,
And *she* shall have a purse of gold
If *she* will speak and tell *me* where
I'm sure to find a gift so rare.
5. Tell *me*, pretty roses, for *I* want to know,
Where it is *you* come from, how it is *you* grow.
6. The bride kissed the goblet; the knight took *it* up,
He quaffed off the wine, and *he* threw down the cup.
7. The wind is rushing through *my* hair:
There must be needles in the air,—
They prick me so! But *I* don't care.
8. *My* raft was now strong enough, and *my* next care was
what to load *it* with and how to preserve what *I* laid upon *it*,
from the surf of the sea.
9. *I* have a little shadow that goes in and out with *me*,
And what can be the use of *him* is more than *I* can see.
He is very, very like *me* from *his* heels up to *his* head,
And *I* see *him* jump before *me* when *I* jump into bed.
10. "This is not a cold spoon, mother," said *he*; "*it* is hot;
it has almost burned *my* fingers."
11. "Tell *my* mother that *her* other son shall comfort *her*
old age;
For *I* was still a truant bird that thought *his* home a
cage."

EXERCISE 41.—Write sentences containing:

1. *him, he, his*, referring to an animal.
2. *their, them, I*, referring to persons.
3. *it, she, her*, referring to a doll.
4. *they, them*, referring to plants.
5. *she, her, he, his, their*, referring to children.
6. *he, his, them*, referring to boys.
7. *we, us, our*, referring to persons.
8. *she, her*, referring to the moon.
9. *my, mine, I*, referring to a person.
10. *us, them, we, theirs*, referring to girls.

LESSON XIX.

THE PERSONAL PRONOUN.

Personal pronouns, like nouns, have separate forms to show whether they denote one person or thing, or more than one. In other words, pronouns have *number*.

Thus, in the following sentences, it is shown by the *form* of the pronouns that only one person is denoted by each pronoun:

I run. He saw her. She taught him. Thou seest me.

Again, the following pronouns by their *form* denote the plural number:

We helped you. They escaped us. By their fruits ye shall know them.

The pronouns *you, your, yours* are used in both numbers.

The hat you said was your hat was not yours.

In this sentence, it is easy to see that the pronouns denote the singular. But in the following sentence they denote the plural number:

You should all go directly to your homes.

EXERCISE 42.—*Fill the blanks with suitable pronouns, and tell which number is denoted by each:*

1. Children are lovable when — are good.
2. When Mary was old enough, — mother sent — to school.
3. They have torn — clothes.

4. We carried — lunch in — baskets.
5. Each little bird within — nest,
Thinks — parents love — best.
6. Come with me, and — will show — where a robin
has — nest.
7. “— am glad — have come,” said Fred to Frank
“and — hope — may play together as — did yesterday.”
8. Gustave came across the sea to this country with —
wife, — daughters, and — little son.
9. “It’s well — ran into the garden,”
Said Eddie, — face all aglow;
“For what do — think, Mamma, happened?
— never will guess it, — know.”
10. The man took off — hat and coat and laid — on a
chair.
11. “Oh, dear Papa,” the children cried, “— promised to
take — with — on — next ride.”

EXERCISE 43.— *Tell the person of each personal pronoun in the following selections:*

1. I stood on the bridge as *you* sailed under *it*.
2. Let *us* tread lightly and take *our* places without saying
a word.
3. O, what are *you* doing, *my* baby,
O, what are *you* doing, *I* pray?
4. When *my* ship comes in from over the sea,
Such wonderful things *it* will bring to *me*!
5. *They* climb up into *my* turret,
O’er the arms and back of *my* chair;
If *I* try to escape, *they* surround *me*;
They seem to be everywhere.—*Longfellow*.
6. Lives of great men all remind *us*
We can make *our* lives sublime.—*Longfellow*.
7. Whatsoe’er *you* find to do,
Do *it*, boys, with all *your* might.
8. Which is *your* lot, *my* girl and boy?
Is *it* a life of ease and joy?

9. Little Rosy Red-cheek said unto a clover :
 "Flower, why were *you* made?
 I was made for mother,
 She hasn't any other ;
 But *you* were made for no one, *I'm* afraid."
10. The storm! The storm! *I* hear *it* coming!
 Run, or *you* will be lost!

EXERCISE 44.—*Write sentences containing :*

1. Two or more pronouns in first person singular.
2. Two or more pronouns in third person plural.
3. Two or more pronouns in first person plural.
4. Two or more pronouns in third person singular.
5. Two pronouns in first person singular and two in third person plural.
6. Two or more pronouns in second person plural.
7. One or more pronouns in first person plural and two or more in second person plural.
8. Three or more pronouns in second person plural.
9. Two or more pronouns in second person plural and one or more in third person singular.
10. Three or more pronouns in first person singular.

LESSON XX.

THE INTERROGATIVE PRONOUN.

The words *who*, *which*, and *what* are used to ask questions.

Who killed the bird?

Which will you have?

What did he say?

In the foregoing sentences *who*, *which*, and *what* denote the person or thing inquired about, just as personal pronouns denote persons or things. When

they are so used they are called *interrogative pronouns*.

The *antecedent* of an interrogative pronoun is found in the answer to the question in which the interrogative is used.

***Who* solved the example? *James*.**

***Which* is the boy? *Arnold*.**

***What* did he buy? *Sugar*.**

Which and *what*, when used as interrogative pronouns, do not change their forms; but *who* has *whose* in the *possessive case*, and *whom* in the *objective case*.

***Whose* did he take? *Joseph's*.**

***Whom* did you see? *Alice*.**

In the examples given above, *who*, *which*, and *what* denote the person or thing inquired about. *Whose*, *which*, and *what*, however, are often used in questions to *modify* the word denoting the person or thing inquired about.

***Whose* book is this?**

***Which* word did he miss?**

***What* wrong has he done?**

In these examples *whose*, *which*, and *what* are not interrogative pronouns. For the present the pupil may call them *modifiers*.

EXERCISE 45.—*In the following sentences, point out whose, which, and what when used as interrogative pronouns, and when used as modifiers:*

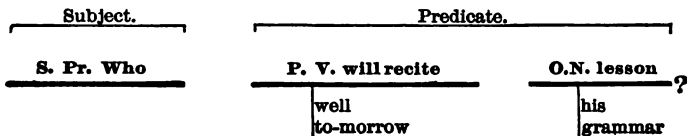
1. *Whose* bird was lost?
2. *What* did the boy find?
3. *Which* coat was taken, and *whose* was it?

4. Which won the prize; the boy or the girl?
5. Which vase did the child break, and what was done about it?
6. Which shall we send; the flowers or the fruit?
7. At which hotel did you stop, and what did you pay?
8. What did you buy, and at what price?
9. For what purpose do you come, and at whose invitation?
10. Which is the man whose dog was lost?
11. Which do you like better; Maggie or Amy?
12. What can I do to oblige you?

EXERCISE 46.—*In accordance with the model, put the following sentences in diagrams, and explain the analysis:*

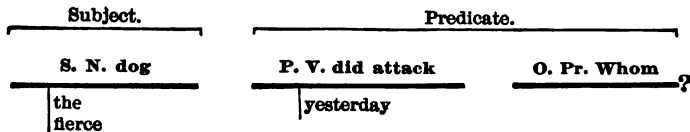
1. Who will recite his grammar lesson well to-morrow?

MODEL.



2. Whom did the fierce dog attack yesterday?

MODEL.



3. Which performed the difficult task best?
4. Who cruelly robbed the bird's nest?
5. Who would believe that foolish tale?
6. What reward does the gentleman offer?
7. Which pupil solved the most intricate problems?
8. What will he probably do next?

9. Which lessons do you like most?
10. Who has read this charming book?
11. What navigator first circumnavigated the earth?
12. Who faithfully delivered her mother's message?

LESSON XXI.

THE CONJUNCTION.

There is a very important class of words called *conjunctions*. The principal use of these words is to connect sentences, and to bring them into some kind of relation to each other.

He lies on the sofa because he is tired.

The clock is slow, or I am mistaken.

He is not here now but I expect him.

Columbus believed that the earth is round.

By the use of conjunctions two or more unrelated sentences may be united and brought into relation. They may often be very much shortened by being thus united into one sentence.

John goes to school } = *John and Henry go to school.*
Henry goes to school }

Sentences may be united in various relations.

{ *He understood the example.*

{ *He solved the example.*

He understood and solved the example.

He understood the example after he solved it.

He understood the example if he solved it.

He understood the example before he solved it.

Conjunctions are used also to connect *words*.

*They are husband and wife.
My dress was made of silk and velvet.*

Conjunctions are sometimes used in pairs, and are then called *correlative conjunctions*.

*He was both a gentleman and a scholar.
If he is a man of his word, then he will come.
Though he slay me, yet will I trust in him.
You must either recite your lesson or lose your marks.*

DEFINITION.—A **conjunction** is a word used to connect words or sentences.

EXERCISE 47.—*Fill the blanks with suitable conjunctions.*

1. He should have done the work — he promised to do it.
2. Do not stay away from school — you are sick.
3. He is a good boy — he is a poor scholar.
4. He waited for me — I finished my breakfast.
5. I shall never again believe you — you deceive me.
6. — butter — eggs could be found in the market.
7. — he is guilty — he is much abused.
8. I have not learned — he was there — not.
9. He found my watch — returned it, — he is honest.
10. You should try again — you failed in your first attempt.
11. The poor man struggled for his life — his strength was exhausted.
12. The bee lays up honey — it may have food in winter.
13. You must be attentive — you will forget.
14. Ralph is — industrious — bright.
15. I have — eaten — slept for two days.
16. We danced — they played.
17. The journey was made slowly — surely.
18. Make hay — the sun shines.
19. In the garden, red — white roses grow.

EXERCISE 48.—*Unite the following pairs of sentences by conjunctions selected from the list below :*

and	else	however	in order that	that	since
but	or	nevertheless	so that	except	neither
for	yet	notwithstanding	therefore	until	nor
also	still	as soon as	then	while	after
besides	only	as long as	hence	as	either
because	unless	without	although	than	if

1. He abused his little brother. He is cruel.
2. He deceived me once. I will trust him again.
3. The doctor can not cure the poor woman. He may prolong her life.
4. Croesus was very wealthy. He was not happy.
5. The train left the station. The passengers were all aboard.
6. You can not expect to succeed. You spend your time in idleness.
7. The snail won the race. He traveled very slowly.
8. The prize may be hard to gain. We shall make the effort to win it.
9. The earth is known to be a sphere. Men have sailed around it.
10. He was not a gentleman. He had the appearance of being a gentleman.
11. I locked the stable carefully. The horse was stolen.
12. I wore a heavy overcoat. I might be comfortable during the long ride.
13. He failed at the first attempt. He tried again.
14. I have never visited my old home. My father died in it.
15. Be careful to do your work. Your teacher may praise it.
16. The storm destroyed every tree in the orchard. The trees in the forest all escaped.
17. The boy gave his seat to the lady. He was regarded as a gentleman.
18. I expect to fail in the attempt. I am going to try.
19. Duty is often unpleasant. We should not neglect it.
20. Socrates was thought to be very wise. He overcame the wisest in argument.

LESSON XXII.

COMPOUND SUBJECTS, PREDICATES, AND OBJECTS.

By means of conjunctions, two or more sentences may be united so that,

1. The *subjects* may be compound.

{ *Paul can read.*
 { *Samuel can read.*
Paul and Samuel can read.

2. The *predicate* may be compound.

{ *Kittie did not study her lesson.*
 { *Kittie did not recite her lesson.*
Kittie neither studied nor recited her lesson.

3. The *object* may be compound.

{ *Nellie gathered flowers every morning.*
 { *Nellie gathered berries every morning.*
Nellie gathered either flowers or berries every morning.

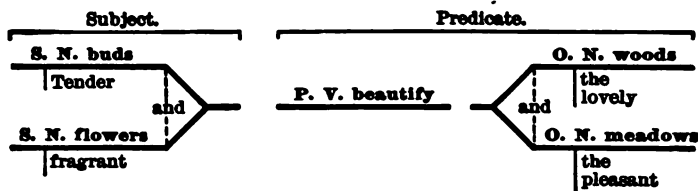
4. Any *two*, or all *three* of these parts may be compound.

Paul and Samuel can not only read but also write.
Frank studied and recited both his geography and history.
Ellen or Bessie lost the books and pictures.
A fox or an owl caught and killed our geese and chickens.

EXERCISE 49.—As in the model, put the following sentences into diagrams:

1. Tender buds and fragrant flowers beautify the lovely woods and the pleasant meadows.

MODEL.



2. The careless boy lost his coat and his cap.
3. The sun, the moon, and the stars light the earth.
4. My mother cooks and sweeps and sews.
5. The blacksmith heated and hammered the iron.
6. Harry threw and caught his rubber ball.
7. Shall you and I go?
8. Will the sick man live or die?
9. The clever boys built and sailed a pretty boat.
10. Cinderella embraced and forgave her cruel sisters.
11. The horse or the cow must be sold.
12. Mary's father bought a house and lot.
13. The merry boys gathered nuts and apples.
14. The wind and the rain delayed our journey.
15. The circus astonished and delighted the children.
16. The pet lamb suddenly sickened and soon died.
17. The noble hound loved and faithfully served his master.
18. He or she broke the beautiful vase and the valuable mirror.
19. Do Jennie and Amy study diligently?
20. Will he visit your cousin or your friend?

Sentences may be united by conjunctions so that modifiers are compound.

{ Fred skates rapidly.
{ Fred skates gracefully.
Fred skates rapidly and gracefully.

{ His clothes were poor.
{ His clothes were clean.
{ His clothes were neat.
His clothes were poor, but clean and neat.

EXERCISE 50.—*Put the following sentences into diagrams :*

1. A small but thoughtful child tenderly watched her sick and helpless brother.

MODEL.

Subject.	Predicate.	
S. N. child	P. V. watched	O. N. brother
A small but thoughtful	tenderly	her sick and helpless

2. The tired and hungry children gladly ate their supper.
3. The queen's attendants wear beautiful and costly dresses.
4. The sailors gayly and cheerfully plied their oars.
5. The band played a slow and solemn march.
6. Come quickly and quietly.
7. The sly fox quickly caught the foolish and unsuspecting goose.
8. Little Marygold slowly and disconsolately opened the door.
9. A famous king built a vast and grand temple.
10. Busily and noisily, the mill grinds the wheat.
11. The bold and merry urchin astonished his teacher.
12. The soldiers gladly and proudly marched away.
13. The mother's low and gentle voice soothed the fretful child.
14. Did the man speak poorly, or well?
15. The brook flowed not quietly, but noisily.
16. Was the work done cheerfully or unwillingly?

LESSON XXIII.

THE ADJECTIVE.

When we use a noun, as *apple*, we may mean any apple whatever. But we generally wish to talk about

a particular kind of apple, as *red apples*, *sweet apples*; or about a number or quantity of apples, as *two apples*, *many apples*; or about some particular apple, as *the apple*, *this apple*, *the fourth apple*. By using with a noun a modifier, as *red*, *sweet*, *many*, etc., we limit or confine the application of the noun so that it includes only the thing or things we mean, and not the whole class of things denoted by the noun. Words used in this manner are called *adjectives*. The adjective *the* is called the *definite article*, and the adjective *a* or *an* is called the *indefinite article*.

DEFINITION.—An **adjective** is a word used to aid in denoting more exactly what is named by a noun.

Nearly all adjectives are used to denote qualities. Thus, when we say *a true story*, the adjective *true* denotes that the quality *truthfulness* belongs to *story*. In like manner, the adjective *steep* in *a steep hill* denotes that *steepness* belongs to *hill*. The name of the quality itself is a noun. Adjectives used in this way are called *descriptive adjectives*.

EXERCISE 51.—What qualities are denoted by the following adjectives?

Long, ugly, sour, sharp, kind, late, afraid, old, idle, polite, modest, sweet, sad, black, brief, sorry, rapid, brave, poor, sincere, silent, ill, happy, glad, smooth, dark, speedy, swift, wise, timid, perfect, frequent, patient.

EXERCISE 52.—Leave out the descriptive adjectives and read what remains:

1. The little boy had a long, thick stick in his left hand.
2. A fierce dog bit the young child on its bare arm.
3. The truant boys were caught in a terrible storm.
4. Large fields of golden grain waved in the morning breeze.
5. Skillful workmen were engaged in making pretty toys.
6. Parties of gay, happy children were enjoying the pure, fresh air.
7. In the beautiful month of June fragrant flowers bloom everywhere.
8. Careful parents should advise their children to read good books.
9. A kind lady brought a lovely lily to the sick girl.
10. The foolish child cut her golden curls with the sharp scissors.
11. A loud cry from the suffering boy broke the long silence.
12. Our books should be printed from clear, large type on good paper.
13. The weary travelers found on the sandy shore some fine, fat oysters.
14. "What is the use of tails?" said the fox; "they are ugly, dragging, unnecessary appendages."
15. The dying man cried for cool water to moisten his parched throat.
16. The prosperous farmer stood on his green lawn and gazed on his broad meadows and level fields.

Many adjectives describe by denoting the material of which things are made. Thus, we say, *An iron hoop, A gold ring, A wooden bowl.*

EXERCISE 53.—*Fill the blanks with descriptive adjectives denoting material:*

1. The lady purchased a — handkerchief and a — hat.
2. — gloves are not so warm as — mittens.
3. A — house is cool in summer and warm in winter.
4. The baby played with a — ring and a — rattle.
5. His aunt bought him a — spoon and a — mug.

6. The Christmas-tree was lighted with — candles.
 7. He bought a — shade for his — lamp.
 8. The park was inclosed by a — wall, on the top of which was a — railing.
 9. In writing a letter she used a — pen-holder and a — pen.
 10. He opened the door with a — key and went softly up the — stairs.
 11. — boots worn over — shoes will keep the feet dry.
 12. He dropped the — dish on the — pavement.
 13. A — pipe carried the water from a — washbowl.
 14. Books with — bindings last longer than with — bindings.
 15. The boy lost a beautiful knife with a — handle and — blades.
 16. A — penny is nearly as large as a — dollar.
-

LESSON XXIV

THE ADJECTIVE.

We have seen that by using an adjective with a noun we are able to separate what we wish to talk about from all the rest of the class. When we use the *descriptive adjective* we limit the meaning of the noun by denoting a quality found not in the whole class, but in a part of it.

But there are adjectives that limit the application of a noun by denoting *how many* or *how much* of the class. Thus, when we say *some snow, few birds, no books, seven brothers*, the words *some, few, no, seven* denote the *quantity* we wish to talk about.

Adjectives so used are called *adjectives of quantity*.

EXERCISE 54.—*Underscore the adjectives of quantity, and doubly underscore the descriptive adjectives.*

1. Some food was given to the hungry beggar.
2. Most rivers find their way to the sea.
3. Every cloud has a silver lining.
4. After much persuasion the two children were induced to go home.
5. There were few boys in the school, but many girls.
6. Not many men will work all day for one dollar.
7. John ate a whole pie for his dinner.
8. Much clothing and abundant food were sent to the distressed families.
9. Great wisdom is better than great riches.
10. A little money can often be made to do much good.
11. The mining of coal is an immense industry.
12. A poor workman is entitled to small pay.
13. Any boy in good health should be able to walk several miles every day.
14. The searchers followed many clues, but could find no trace of the lost child.
15. The farmer's extensive grounds cost many, many dollars.
16. The surface of the entire pond was dotted with fragrant lilies.

Adjectives sometimes follow the nouns they modify; as,

The boy, *worn* and *weary*, slept by the roadside.

EXERCISE 55.—*Fill the blanks with adjectives.*

1. The ——— horse galloped along the ——— road.
2. ——— flowers are found in the ——— meadow.
3. The dog, ——— and ———, crept into his kennel.
4. On a ——— day in May, the invalid was taken out in the ——— air.
5. The mother, ——— and ———, soothed her ——— babe to rest.
6. We camped out in a ——— grove near a ——— lake.
7. The ——— girls held a picnic in the ——— woods.

8. The — — boy will be successful in life, but the — — one will fail.
 9. The — — snow fell silently all night.
 10. The — soldier faintly begged for — water.
 11. Once upon a midnight —,
While I pondered — and weary
-

LESSON XXV.

THE ADJECTIVE.

Adjectives have been divided by grammarians into a great many classes, but all adjectives are used for the same purpose. They all help to separate the thing we wish to talk about from other things having the same name. Among these classes are:

1. *Descriptive adjectives*, or such as denote quality; as, *fresh air*, *blue sky*.

2. Adjectives that *point out* in nearly the same way that we point things out with the finger; as, *this book*, *yonder cloud*, *that man*.

3. *Numeral adjectives*, or such as denote exact number; as, *two apples*, *the tenth boy*, *the third desk*.

4. *Indefinite numeral adjectives*, or such as denote number, but not exact number; as, *many men*, *several books*, *some pears*, *few persons*.

5. Adjectives derived from proper nouns; as *French*, *Spanish*, *American*. These are called *proper adjectives*, and they begin with capital letters.

6. Adjectives derived from verbs called *verbal adjectives*; as, *running water*, *winning smiles*.

EXERCISE 56.—*Copy the following selections, point out the adjectives, and tell what word each modifies.*

In the heart of the busy city,
In the scorching noon-tide heat,
A sound of bubbling water
Is heard in the din of the street.

It falls in a gray stone basin,
And over the cool wet brink
The heads of thirsty horses
Each moment are stretched to drink

A plump little girl and a thin little bird
Were out in the meadow together.
“How cold that poor little bird must be
Without any nice warm clothes,” said she,
“Although it is sunshiny weather.”

“A nice little girl is that,” said he,
“But oh, how cold she must be! For, see,
She hasn’t a single feather!”—
So each shivered to think of the other poor thing,
Although it was sunshiny weather.—From *St. Nicholas*.

LESSON XXVI.

COMPARISON OF ADJECTIVES.

Before we are prepared to join a descriptive adjective to a noun, as *large* to *house*, the thing we mean must be compared with all the rest of the class, so far as we know the class. We have a notion of the usual size of houses, and after comparing the house we are considering, with that notion,

we say it is a *large* house. Others may have much more of the quality *largeness*, but this one has enough of it to be classed among *large houses*.

An adjective that thus *implies* the comparison of one thing or group of things with all the rest of that class is said to be of the *positive degree*.

Again, we may wish to compare with each other *two* things, or *two* groups of things, that have different amounts of the same quality.

This apple is sweeter than that apple.
Rats are larger than mice.

In these sentences, the adjectives *sweeter* and *larger* are said to be of the *comparative degree*.

A comparison of *three or more* things, or groups of things, may show that one of the things or one of the groups excels all the rest in some quality.

He is the tallest policeman in the city.
Lilies are the most beautiful of flowers.

The adjectives *tallest* and *most beautiful* are said to be of the *superlative degree*.

There are, therefore, three *degrees of comparison*, the *positive*, the *comparative*, and the *superlative*. Nearly all the adjectives that can be compared are *descriptive*.

DEFINITION.—The *positive degree* of an adjective is the form of it that *implies* the comparison of one thing or group of things with all the rest of the class.

A tall tree. A good man. A fast train

DEFINITION.—The **comparative degree** of an adjective is the form of it that is used to denote that one thing or class of things has more or less of a certain quality than another thing or class of things.

*John is **stronger** than James. Oranges are **less sour** than apples.*

DEFINITION.—The **superlative degree** of an adjective is the form of it that is used to denote that one of three or more things or classes of things has the highest or the lowest degree of a certain quality.

*Jupiter is the **largest** of the planets. Diamonds are the **least perishable** of precious stones.*

RULE.—Adjectives of *one syllable usually add **r** or **er** to the **positive** to form the **comparative**, and **st** or **est** to form the **superlative**.*

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
brave	braver	bravest
bright	brighter	brightest

RULE.—When adjectives consist of two or more syllables, different degrees of the quality they denote are usually indicated by prefixing ***more*** and ***most***, or ***less*** and ***least***, to the simple form of the adjective.

<i>silent</i>	<i>more silent</i>	<i>most silent</i>
<i>noisy</i>	<i>less noisy</i>	<i>least noisy</i>

EXERCISE 57.—Write sentences containing the following adjectives in the comparative degree:

black	coarse	grand	rough	clear
long	sweet	weak	smooth	near
fine	rich	deep	bright	dear
sad	poor	high	light	short

EXERCISE 58.—*Compare, with the aid of more and most, and less and least, the following adjectives:*

studious	particular	negligent	ladylike
careful	sensible	persevering	comfortable
beautiful	fanciful	diligent	unfortunate
cunning	forgetful	emphatic	obedient

LESSON XXVII.

COMPARISON OF ADJECTIVES.

Many adjectives of two syllables are compared,

1. By change of termination; as *pretty, prettier, prettiest*.

RULE.—*Adjectives of two syllables ending in y are compared by changing y into i and adding er to form the comparative and est to form the superlative.*

silly, sillier, silliest.

happy, happier, happiest.

2. By change of termination; or by prefixing *more* and *most*, or *less* and *least*; as *stupid, stupider, stupidest*;

or *stupid, ^{more}stupid, ^{less}stupidest*; or *stupid, ^{most}stupid, ^{least}stupidest*.

There is, however, no general rule for comparing such adjectives. The ear is the best guide.

EXERCISE 59.—*From their sound, determine the comparison of the following adjectives:*

lovely	simple	narrow	sorry
nimble	holy	crazy	stolid
severe	pleasant	useful	polite

dirty	angry	gentle	infirm
able	afraid	frightful	idle
ugly	mellow	remote	subtle
serene	solid	unkind	ample
foolish	tender	easy	yellow
jolly	cruel	hollow	deadly

Certain adjectives are irregular in their comparison. The most important of these are given below, and should be committed to memory.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
good	better	best
bad, ill, or evil	worse	worst
little	less	least
much, or many	more	most
late	later, or latter	latest, or last
far	farther, or further	farthest, or furthest
near	nearer	nearest, or next
old	older, or elder	oldest, or eldest

EXERCISE 60.—*Fill the blanks with suitable adjectives, give the comparison, and tell the degree of each:*

1. My doll is —, but Mary's is —.
2. Gold is the — of metals, but iron is the —.
3. The diamond is the — as well as the — of gems.
4. Bessie is — than Katy, but not so — nor so —.
5. I never saw a — face or a — smile.
6. The flowers of May are — than those of any other month.
7. It is — from New York to Chicago than it is to Boston.
8. To be — is — than to be —.
9. He is now the — man in the city, but he was once — than I am.
10. Empty vessels always make the — noise.
11. By united effort the — task becomes — to accomplish.

12. The country life is too — to satisfy — people.
 13. The — flowers usually hide away in the — forests.
 14. The — sunlight melted the — snow-drifts, and waked from their — sleep myriads of — buds.
 15. Napoleon gained — victories and met — defeats than — general of — times.
 16. The moonlight, — and —, flooded every thing with its — rays.
-

LESSON XXVIII.

THE PREPOSITION.

When the meaning of one word is affected in any way by another word, the words are said *to be related* to each other. Thus, an adjective or an adverb is related to the word it modifies; the subject or object of a verb is related to the verb, etc.

Words that have no relation to each other may often be brought into relation by putting another word between them.

ran — school.
my home — the sea.

sat — the house.
weary — labor.

By filling the blanks above with such words as *to, in, from, at, by, toward*, etc., the unrelated words are connected and brought into relation.

ran $\left\{ \begin{array}{l} \textit{to} \\ \textit{from} \\ \textit{into} \\ \textit{at} \\ \textit{toward} \end{array} \right\}$ *school.*

sat $\left\{ \begin{array}{l} \textit{by} \\ \textit{in} \\ \textit{upon} \\ \textit{under} \\ \textit{against} \end{array} \right\}$ *the house.*

my home $\left\{ \begin{array}{l} \text{beyond} \\ \text{near} \\ \text{on} \end{array} \right\}$ the sea. weary $\left\{ \begin{array}{l} \text{of} \\ \text{from} \\ \text{with} \end{array} \right\}$ labor.

Words used like *to*, *from*, etc., are called *prepositions*. The noun or pronoun that follows the preposition, as *school*, *sea*, etc., is called the **object** of the preposition. Like the object of a transitive verb, it is in the *objective case*.

with me, for him, against them.

A **preposition** is a word used to connect a noun or a pronoun with some other word, and to denote a relation between them.

EXERCISE 61.—*Fill the blanks with suitable prepositions:*

1. Fishes live — the water.
2. The house stood — a hill.
3. A boy — a drum stood near me.
4. Wolves prowl about — night.
5. The baby died — fever.
6. The best boy — the class received the prize.
7. The camel is called the ship — the desert.
8. The conductor — the train rang the bell.
9. We walked — the beach — the evening.
10. The only son — the widow went — the war.
11. Tears — joy ran — her pale cheeks.
12. Jessie ran — the steps and — the house.
13. The child received a box — candy — her aunt.
14. A traveler — far lands came — our house — the city.
15. Little Johnny was dressed — his suit — navy blue.
16. We passed — a garden — rare plants.
17. Come — me — the tree — the old orchard.
18. Many children — this country have heard — the great clock — Strassburg Cathedral.

EXERCISE 62.—*From the following list of prepositions select such as will properly fill the blanks :*

without	of	past	below	behind	down
from	opposite	above	concerning	along	through
into	aboard	among	during	beside	at
under	across	around	except	against	for
toward	near	beneath	over	beyond	to
about	before	on	until	between	up

1. A boy — a hat ran — the street — a wagon.
2. A swarm — bees — the house gathered honey — the flowers — the spring and summer.
3. We went — the train — Philadelphia, and arrived — that city two hours — time.
4. The snow — the street — our house lay — drifts — the middle — April.
5. The note — the teacher contained a complaint — the lessons — all my children — my oldest son.
6. We went — the ship and sailed — the bay and — the ocean.
7. A pleasant path lies — the grove — the meadows.
8. A missionary who had lived — Indians talked — us — their habits.
9. They walked — the river bank and talked — many things.
10. As the travelers drew — the city, many beggars swarmed — them, asking — alms.
11. — the dinner, an impolite boy left the table — permission.
12. The picnic was held — a grove — pines, — the lake.
13. We rowed our boat — the stream, — the tide.
14. Jumping — the train, he was quickly carried — the city.
15. The ancient prophets looked — the present — the future.
16. Strong evidence was given — court — the prisoner.
17. *Æsop* wrote a fable — a fox and some grapes.
18. We waited — sunset — starting — on our journey

19. The boat drifted — the falls, and struck — the rocks — the rapids.

20. A fine painting hung — the wall — the piano.

21. The horse ran — the ring — a monkey — his back.

EXERCISE 63.—*Fill the following blanks with prepositions that will bring the words into relation :*

- | | |
|--------------------------------|---------------------------------|
| 1. letter — home. | 21. slept — his dinner. |
| 2. house — the lake. | 22. was carried — the train. |
| 3. tree — the park. | 23. children — blue eyes. |
| 4. a race — the meadow. | 24. leaned — the house. |
| 5. ran — his playmate. | 25. flew — the mountain. |
| 6. walked — her mother. | 26. looked — the south. |
| 7. crushed — the cars. | 27. sunk — the horizon. |
| 8. stooped — my burden. | 28. swam — the river. |
| 9. waited — my arrival. | 29. forest — the barn. |
| 10. a man — friends. | 30. played — dinner. |
| 11. an animal — fur. | 31. dreamed — his home. |
| 12. a sermon — brotherly love. | 32. people — the sea. |
| 13. advice — your conduct. | 33. a tunnel — the mountain. |
| 14. awoke — sunrise. | 34. climbed — the fence. |
| 15. hurried — the forest. | 35. sailed — the bridge. |
| 16. scattered — the room. | 36. strolled — the lane. |
| 17. a basket — his arm. | 37. chased — the room. |
| 18. a rose — the house. | 38. journey — the world. |
| 19. a trip — the ocean. | 39. suffered — the winter. |
| 20. went — the street. | 40. a prisoner — two policemen. |

LESSON XXIX.

ADJECTIVE PHRASE MODIFIERS.

The preposition with its object and the words that modify the object, make up what is called the **prepositional phrase**.

When this phrase is used, like the adjective, to modify a *noun* or a *pronoun*, it is called an **adjective phrase**.

NOUN MODIFIED BY PHRASE.	} The box	{ <i>on the table</i> <i>with the cover</i> <i>from the store</i> <i>across the room</i> <i>beyond the chair</i>	} is mine.
PRONOUN MODIFIED BY PHRASE.	} He	{ <i>in the carriage</i> <i>under the umbrella</i> <i>opposite the speaker</i> <i>near the door</i> <i>by the fountain</i>	} is the general.

The adjective phrase may often be shortened into an adjective, or into a noun or pronoun in the possessive case.

<i>Acts of kindness</i>	}	<i>Kind acts.</i>
<i>Clouds of gold</i>	}	<i>Golden clouds.</i>
<i>The house of my father</i>	}	<i>My father's house.</i>
<i>Word of cheer</i>	}	<i>Cheering words.</i>
<i>Emigrants from Italy</i>	}	<i>Italian emigrants.</i>

EXERCISE 64.—*Fill the blanks with adjective phrase modifiers, and tell what words they modify :*

1. An acre — — — should produce twenty bushels — — —.
2. The kettle — — — began to sing cheerily.
3. A baby — — — was eating a piece — — —.
4. I love to hear the patter — — —.
5. The showers — — — bring May flowers.
6. The bells — — — began to ring.
7. A nest — — — was found in the meadow.
8. The leader — — — was killed in battle.
9. A child — — — ran down the street.
10. Do not steal the eggs — — —.

11. The bird — — — sang to his mate — — —.
12. The captain — — — punished a disobedient sailor.
13. The love — — — is a grievous fault.
14. The water — — — turned the wheel — — —.

EXERCISE 65.—As in the example given below, change the italicized words into phrases:

1. Golden curls and blue eyes served to render her a beautiful creature.
Curls of gold and eyes of blue served to render her a creature of beauty.
2. The daily tasks are all ended.
3. Our country cousins paid us a hasty visit.
4. Good-tempered boys make pleasant playmates.
5. Singing and dancing were the evening's amusement.
6. The lark sang its joyous and blissful songs.
7. The bee's legs were covered with pollen grains.
8. Yellow-fever patients are not allowed to enter New York harbor.
9. The public-school teachers enjoyed their vacation trip.
10. During my morning walk I bought some flower pots.
11. The boys' teacher received a gold-headed cane.
12. The city people spent their summer in a sea-side cottage.
13. The Newfoundland fogs hide many a northern iceberg.
14. Artists' materials are sold at a Broadway store.
15. A knotty tree stood in the sheep pasture.
16. Picture books entertain the children during many idle moments.

LESSON XXX.

THE ADVERB.

We learned in Lesson VII. that a verb may be modified so as to denote a particular *time*, or *place*, or *manner*, in which the action expressed by the verb is performed.

May went yesterday. Come here, my boy. Can you speak distinctly?

Words used with verbs in this manner are called *adverbs*.

Since the word *adverb* means *to the verb*, it might be supposed that adverbs are used to modify verbs only. Adjectives, however, are often modified, and the adverb is used for this purpose.

He is an extremely bad boy. That is a very beautiful flower. John is quite sick.

In like manner, adverbs themselves may be modified by other adverbs.

It was done very gracefully. Do not move so slowly. Not there, but exactly here the treasure was found.

A great many adverbs are formed from adjectives by the addition of *ly*.

RULE.—*Adjectives of two syllables, ending in y but not in ly, are changed into adverbs by changing y into i and adding ly.*

prettily, naughtily, cozily.

DEFINITION.—An **adverb** is a word used to modify the meaning of a verb, an adjective, or another adverb.

EXERCISE 66.—*Mention the adverbs, and tell which words they modify.*

1. He fell heavily from a load of hay yesterday.
2. Slowly and painfully we climbed the mountain.
3. Sooner or later we must pass away.
4. Why did you leave the city so suddenly?

5. "Your work has been done neatly and carefully," said the teacher very pleasantly.
6. "I placed the book here, not there," said John.
7. We started very early, and walked rapidly.
8. I never before saw a more beautiful sight.
9. "The hare ran much faster than I did," said the tortoise, "but I gained the race quite easily."
10. How many persons went there, and where did they go afterward?
11. Do not speak quite so fast and you will be able to speak much more distinctly.
12. We sometimes visit the city, but soon tire of its noises.
13. I made the effort just once, but was not entirely successful.
14. You will never see him again, I am quite sure.
15. I went there twice lately, but shall probably not go again.
16. The ancients were entirely wrong in their belief that the earth is flat.

EXERCISE 67.—*Tell what adverb is derived from each of the following adjectives :*

slow	keen	mild	quick	loose	rough
sleepy	sharp	meek	bad	light	bright
stupid	smooth	simple	glad	mean	dreary
sad	ready	polite	happy	firm	dreadful
kind	pretty	harsh	angry	frank	steady
close	able	spiteful	rude	real	straight

EXERCISE 68.—*Make sentences in which the following words shall be used as adverbs :*

now	always	somehow	once	soon	greatly
here	probably	thus	seldom	back	less
so	almost	out	often	truly	least
rather	least	hence	rarely	well	perhaps
not	otherwise	yonder	early	enough	afterward
certainly	everywhere	nowhere	ever	where	when

LESSON XXXI.

COMPARISON OF ADVERBS.

Most adverbs that admit of comparison have the adverbs *more* and *most*, *less* and *least* joined to them to denote degrees of comparison.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
<i>rapidly</i>	<i>more</i> } <i>rapidly</i> <i>less</i> }	<i>most</i> } <i>rapidly</i> . <i>least</i> }
<i>keenly</i>	<i>more</i> } <i>keenly</i> <i>less</i> }	<i>most</i> } <i>keenly</i> . <i>least</i> }
<i>joyfully</i>	<i>more</i> } <i>joyfully</i> <i>less</i> }	<i>most</i> } <i>joyfully</i> . <i>least</i> }

Some words that are used as adjectives are also used as adverbs, the comparison being the same.

<i>Adjectives.</i>	<i>Adverbs.</i>
<i>He owns a fast horse.</i>	<i>His horse travels fast.</i>
<i>I shall go on a faster train.</i>	<i>Light moves faster than sound.</i>
<i>The longest road ends at last.</i>	<i>He spoke longest.</i>

A few adverbs are compared irregularly.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
<i>much</i>	<i>more</i>	<i>most</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>far</i>	<i>farther</i>	<i>farthest</i>
<i>forth</i>	<i>further</i>	<i>furthest</i>
<i>well</i>	<i>better</i>	<i>best</i>
<i>badly</i> }	<i>worse</i>	<i>worst</i>
<i>ill</i> }		

Many adverbs do not admit of comparison ; most of those that do are adverbs of manner.

EXERCISE 69.—*Point out the adjectives and the adverbs, and tell what word each modifies:*

1. There was once a serious little boy,
 Who never smiled and who rarely spoke;
 Arithmetic was his only joy,
 And he could not be made to take a joke.
2. Stitch and stitch, my little maid,
 Dainty apron, comely gown;
 Neatly let each hem be laid,
 Firmly fold the edges down.
 Finely fashion every fold,
 Deftly stitch the pocket in;
 Weave the loop the hook to hold,
 Leave no place for envious pin.
3. Dame Redbreast, in her modest gown,
 Sits brooding there in sober brown.
 Beneath her patient, throbbing breast
 Four lovely eggs are warmly pressed.
 Was ever bird so highly blest
 As now am I?

EXERCISE 70.—*Analyze the following sentences by means of diagrams, and parse the adjectives and adverbs:*

1. A beautiful girl quickly opened the door.

Subject.		Predicate.	
S. N. girl		P. V. opened	O. N. door
A beautiful		quickly	the

Beautiful is an *adjective*; it modifies the noun *girl*; it is compared, *positive beautiful*, *comparative more beautiful*, *superlative most beautiful*; it is in the *positive degree*.

Quickly is an *adverb*; it modifies the verb *opened*; it is compared, *positive quickly*, *comparative more quickly*, *superlative most quickly*; it is in the *positive degree*.

2. The poor old beggar gladly accepted the dinner.
3. The weary father gently kissed his sick child.
4. Raphael painted some very wonderful pictures.
5. The summer breeze slowly swayed the baby's hammock.
6. A terrific storm completely wrecked the frail vessel.
7. The lawyer lightly hummed an old love-tune.
8. A studious pupil carefully prepares every lesson.
9. Brave Paul Revere boldly roused the slumbering patriots.
10. A welcome rain refreshed the thirsty flowers.
11. The little Hiawatha learned the birds' secrets.
12. A tiny mouse greatly frightened three timid little girls.
13. We boldly steered our boat through the fierce waters.
14. Dear, gentle, patient Nell loyally and hopefully attended her poor, foolish, old grandfather.

LESSON XXXII.

ADVERBIAL PHRASE MODIFIERS.

A prepositional phrase used like an adverb to modify a *verb* or an *adjective* is called an **adverbial phrase**.

VERB MODIFIED BY PHRASE.	{	<i>He ran</i>	{ <div style="display: inline-block; vertical-align: middle;"> <i>along the street.</i> <i>against the wall.</i> <i>after the boys.</i> <i>behind the house.</i> <i>among the thorns.</i> </div>
-----------------------------	---	---------------	--

ADJECTIVE MODIFIED BY PHRASE.	{	<i>The soldier was brave</i>	{ <div style="display: inline-block; vertical-align: middle;"> <i>by nature.</i> <i>from experience.</i> <i>in battle.</i> <i>at Gettysburg.</i> <i>throughout the war.</i> </div>
-------------------------------	---	------------------------------	--

A prepositional phrase is itself often modified by an adverb.

PHRASE MODIFIED } BY ADVERB.	{ We were almost	at the summit.
		over the mountain.
		through the pass.
		opposite the city.
		under the tree.

EXERCISE 71.—*In the following sentences, tell which are adjective, and which adverbial, phrases. Tell also what each modifies.*

1. A very fine hotel near the sea safely sheltered the visitors from the city.

2. Without hesitation, I gladly accepted my uncle's invitation to the party.

3. During the morning, we heard a snatch of a merry little song.

4. The ship of the admiral sailed away to the other side of the world.

5. The jewels of the princess were much admired at the ball.

6. Katy's bright eyes soon discovered, on a projecting limb, the nest of the robin.

7. Poor frightened Cinderella ran quickly away to her cheerless home.

8. The prince loved dearly the wearer of the little glass slipper.

9. Our cabin in the forest has a chimney of stone.

10. During the storm, the force of the torrent uprooted the trees along the river's bank.

11. The shadow on the dial marks quite correctly the hour of the day.

12. The sun sends through my window his morning of light and heat.

13. On the bright May mornings, groups of merry were seen in the park.

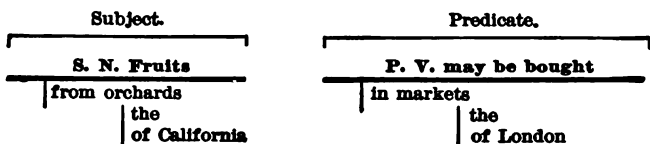
14. The judge rode slowly down the lane.

15. She filled for him her small tin cup.

16. The students of the college often rowed

EXERCISE 72.—*Analyze the following sentences by means of diagrams, and explain the analysis:*

1. Fruits from the orchards of California may be bought in the markets of London.



2. In the spring, the snow of the mountain swells the streams of the valley.

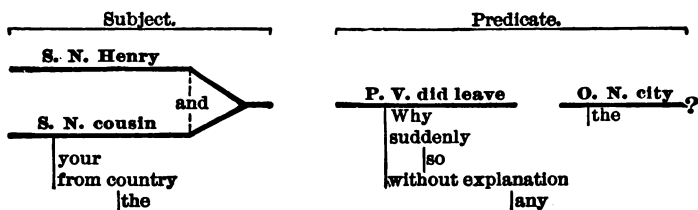
3. At the door, on summer evenings, sat the little Hiawatha.
4. Ants know the state of the weather very accurately.
5. Lonesome little Paul waited patiently for his sister.
6. The floor of the cave was covered with heaps of gold.
7. The fatal shot was fired before the dawn of day.
8. Bees in the clover are crooning drowsily.
9. The prince was superbly dressed in a robe of blue velvet.
10. The blue-jay in the maple tree sang gleefully to his mate.
11. In the spring a fuller crimson comes upon the robin's breast.
12. All day long through Frederick street,
Sounded the tread of marching feet.
13. In their ragged regimentals, stood the old continentals.
14. Then Anthony Blair, with a mortified air,
With his head down on his breast,
Took his penitent seat by the maiden sweet.
15. Gentle Tina held the bird lightly in one hand.
16. The bricklayers had left, by accident, a very small hole near the top of the granary.
17. The children found a most wonderful tree, with leaves of silver.
18. For three years, Jack scarcely thought of the bean-stalk.
19. The fairy dwarf spun all the straw into shining gold.
20. Countless troops of wolves roam about in the dark forests of Russia.

LESSON XXXIII.

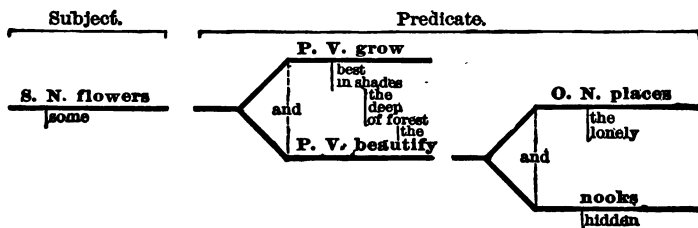
EXERCISES IN REVIEW.

EXERCISE 73.—*Analyze the following sentences, and explain the analysis:*

1. Why did Henry and your cousin from the country leave the city so suddenly without any explanation?



2. Some flowers grow best in the deep shades of the forest and beautify the lonely places and hidden nooks.



- 3 A great yellow cat sat on the sill of our kitchen window
 4 The terrified passengers dressed hastily and came on deck.
 5 A tiny yellow warbler built a nest in a little bush in our front yard.
 6 The lovely mermaids once sat on the rocks by the ocean and braided their curious sea-green hair.
 7 Tina fed with crumbs and warmed the starving sparrow.
 8 Many great ships, during the last year, sailed away over the ocean to foreign lands.

9. Visitors from many different countries attend the receptions at the White House.

10. Maud Muller stooped, and filled from the spring her small tin cup.

11. The dog, in a loving way, put his great paw into Annie's little hand.

12. My dear cousin and I played at the edge of the lake.

13. Hiawatha heard the whispering of the pine-trees and the lapping of the water.

14. Hawthorne wrote many short but beautiful sketches for children.

15. The sun suddenly shone through the pane, and lighted the baby's sweet face.

16. The weather-cock on the steeple told, in all kinds of weather, the direction of the wind.

17. The young travelers visited nearly all the ports of the world.

18. Santa Claus comes silently in the night, and fills the stockings of the good boys and girls.

19. We saw light, graceful sloops, and slow, clumsy barges in the busy harbor.

20. Did you practice your lesson on the violin faithfully to-day?

21. Can you make a rose or a lily, or catch a beam of the golden sun?

22. The brave old plant in its lonely days
Shall fatten upon the past.—*Charles Dickens.*

23. He goes on Sunday to the church,
And sits among his boys.—*Longfellow.*

24. A dainty white village looks down upon the bright blue waters of the Mediterranean.

25. Many funny little fellows live in the sea and carry their houses upon their backs.

26. A big parrot was solemnly blinking his eyes in a window of the next house.

27. Many bank-bills have red silk threads along the edges and across the ends.

LESSON XXXIV.

THE INTERJECTION.

Thus far we have studied seven classes of words, called *parts of speech*—the *noun*, *adjective*, *pronoun*, *verb*, *adverb*, *preposition*, and *conjunction*. To tell the class to which any word in a sentence belongs, we must find out its *office* or *function* in the sentence. It is only when a word is related to other words in a sentence that it can assist in expressing *thought*. The function of the same word in different sentences may be different; hence, it may belong to different parts of speech. Thus, the word *near* may be,

AN ADJECTIVE.—*It was a near approach to death.*

AN ADVERB.—*Do not go near; stay away.*

A VERB.—*When we near the ocean, it grows cooler.*

A PREPOSITION.—*He lives near the mill.*

A NOUN.—*We talked about the near and the distant.*

There is a class of words, however, that we sometimes use without any kind of relation to other words in the sentence. They are used to show that we are very angry, or sorry, or glad, etc. In other words, they denote *emotion* or *strong feeling*. They serve to color with *feeling* the *thought* of the sentence.

Oh! how you hurt me!

Alas! the poor man is dead.

Pshaw! I am not afraid of the darkness.

Words used as *oh*, *alas*, and *pshaw* are in the pre-

ceding sentences are called *interjections*, and are followed by the *exclamation* (!) *point*.

DEFINITION.—An *interjection* is a word expressing strong feeling, and not related to other words in the sentence.

Such interjections as *oh*, *ah*, *ha*, *hem*, etc., have no *meaning*. But we often use as interjections words that have meaning.

Hist! did you hear that noise?

Hush! you'll wake the baby.

Well! what will you do about it?

Beware! you may not escape the next time.

Words so used often stand for whole sentences, and although they convey a meaning as well as express feeling, it is better to treat them as interjections.

EXERCISE 74.—*Fill the blanks with appropriate interjections selected from the following list:*

Oh!	Help!	Hem!	Good-bye!
Ah!	Hark!	What!	Pshaw!
Lo!	Look!	Behold!	Pooh-pooh!
Fie!	Bang!	Huzza!	Indeed!
How!	Hallo!	Hey!	Ha, ha!
Why!	Hurrah!	Run!	Come!
See!	Well!	There!	Eh!
Stop!	Pop!	Dear me!	Bosh!
Alas!	Mum!	O, dear!	Shame!

1. —! what a noise you make!
2. —! —! the procession is coming.
3. —! how did you get here?
4. —! you can not frighten me.

6. —! come again.
6. —! aren't you ashamed of yourself?
7. —! did you hear that?
8. —! —! went the pistol.
9. —! I am so tired.
10. —! to-morrow is holiday.
11. —! what has happened now?
12. —! —! the watch-dogs bark.
13. —! —! the house is a-fire!
14. —! you are hurting me!
15. —! what a funny boy you are.
16. —! —! are these all the berries you picked?
17. Where is my mamma? —! I'm lost!
18. —! it's time to get up.
19. Where, —! where is that mischievous boy?
20. —! I knew you could not do it.

LESSON XXXV.

THE PREDICATE ADJECTIVE.

Heretofore, we have spoken about the adjective only when it is joined directly to the noun. But it is often separated from the noun it modifies by one of the forms of the verb *be*. These forms are *am*, *is*, *are*, *was*, *were*, *has been*, *have been*, *had been*, *will be*, *may be*, *might be*, *may have been*, etc.

When so separated from the noun, the adjective is called the *predicate adjective*, and it expresses some quality that belongs to the person or thing denoted by the subject.

The boys *were sorry*.
 Mary *is tired* and *sick*.
 The cherries *will be ripe*.

Henry *had been angry*.
 The baby *was pretty*.
 He *might have been hungry*.

In these sentences the verbs are printed in *italics* and the predicate adjectives in *heavy type*.

DEFINITION.—A predicate adjective is an adjective used to complete the meaning of a verb.

EXERCISE 75.—*In the following sentences, mention the predicate adjectives and the form of the verb be that separates the adjectives from the nouns they modify :*

1. The knife was sharp and keen.
2. The winter winds are cold and fierce.
3. John had been faint and ill.
4. To-morrow we shall be gay and happy.
5. The people of New England are frugal and industrious.
6. Our baby is roguish, winsome, and pretty.
7. The prince was young and charming.
8. The poor beggar's footstep is lagging and weary.
9. The day is long and dark and dreary.
10. Fred's boat is large and strong, but Walter's is frail.
11. If Tom had not been careless and neglectful, he might be happy and successful.
12. Bessie's eyes are bright and blue, and her smile is kind and sweet.
13. At Niagara Falls the view is magnificent.
14. The little maiden was nervous and frightened, but her brother was brave and hopeful.
15. The way was long, the wind was cold,
The minstrel was infirm and old.—*Walter Scott.*

EXERCISE 76.—*Analyze by diagram the following sentences, explain the analysis, and parse all the adjectives :*

1. The old man was very kind.
2. She has been sad and thoughtful for a long time.

Subject.	Predicate.	
S. N. man The old	P. V. was	P. A. kind very

EXPLANATION.—*The old man was very kind.*

It is *a declarative sentence*. (Give reasons.)

The *subject* is *The old man*.

The *subject noun* is *man*.

The *predicate* is *was very kind*.

The *predicate verb* is *was*.

The *predicate adjective* is *kind*; it is modified by the adverb *very*.

PARSING.—*Old* is a descriptive adjective; compared, positive, *old*, comparative, *older*, superlative, *oldest*; it is in the positive degree and modifies the noun *man*.

Kind is a descriptive adjective; compared, positive, *kind*, comparative, *kinder*, superlative, *kindest*; it is in the positive degree; it is *a predicate adjective*, being used to complete the predicate; it relates to *man*.

(Let the pupil give the explanation of sentences 2 and 3, and parse the adjectives.)

3. A pupil should be both polite and respectful to his teacher.

Subject.	Predicate.	
S. N. pupil A	P. V. should be	both P. A. polite and P. A. respectful to teacher his

4. The queen's jewels are rare and costly.

5. School-boys are happiest in cool clear weather.

6. My pet canary was cheerful in the morning and sober in the evening.

7. The poor little fellow is tired and sleepy.

8. Bats are fierce and vicious.

9. The notes of the canary are soft and silvery

10. Dear, darling, little Nell was dead.

11. Our sleep should be peaceful and dreamless.

12. The earth is nearly round.

13. The head and throat of the chickadee are glossy black.

14. A house without children is quiet but dreary.

15. The humming-bird's eggs are pearly white and very small.

16. The audience at the opera-house was respectful and attentive.

17. Have you been kind and polite to your playmates to-day?

18. Geese are not silly, but steady and sensible.

19. The surprise and delight of the little one will be very great.

20. Was not the poor orphan child often sad and lonely at school?

21. Always be careful of the feelings of others.

22. The great clumsy elephant is very wise and very teachable.

LESSON XXXVI.

THE PREDICATE NOUN.

Verbs may be divided into two classes.

1. Verbs that can be used as predicates without the help of other words. These may be called *verbs of complete predication*.

The horse runs. Flowers bloom. The canary sings.

2. Verbs that when used as predicates do not express complete sense without the help of one or more

other words. Such may be called *verbs of incomplete predication*.

The boy killed the bird. The earth is round. Grant was a soldier.

In Lesson XXXV., the pupil learned about that use of the verb of incomplete predication where some form of the verb *be* is completed by an *adjective modifying the subject*.

In very much the same way, some form of *be* may be completed by a *noun denoting the same person or thing as the subject*.

Homer was a poet. The lily is a flower. He may have been a gentleman. Arthur will be the victor.

A noun used in this manner after the verb *be* is called the *predicate noun*, and it is always in the same case as the subject.

DEFINITION.—A predicate noun is a noun used with a verb of incomplete predication, in the same case, and denoting the same thing, as the subject.

EXERCISE 77.—Complete the predicates by supplying suitable predicate nouns. Mention the verb in each sentence:

1. The hero of the story should be a brave good —.
2. Frank will some time be a famous —.
3. The giraffe is a harmless gentle —.
4. England is a snug little —.
5. The elephant is a huge clumsy —.
6. My doll's name must be —.
7. Some holes in a board were the — to the bees' home.
8. Poor Robert has long been a very sick —.

9. Should the best pupil be — of the class?
 10. Easter in Germany is a great —.
 11. "You must be a very good — to-day," said Lucy's mother.
 12. Is the earth really a large —?
 13. Maggie might have been the — if she had not been a —
 14. Philip may some time be the — if he is always a studious —.
 15. The visit to the park was a delightful —.
 16. A little brown dwarf had been poor Tim's best — in his loneliness.
 17. We hope that Willie's frequent exercise on the lake may not lead him later in life to be a —.

EXERCISE 78.—*Analyze by diagram the following sentences, explain the analysis, and parse all the nouns :*

1. My mother is my kindest and dearest friend in all my troubles.

Subject.	Predicate.	
S. N. mother	P. V. is	P. N. friend
My		my kindest and dearest in troubles all my

It is a *declarative sentence*. (Give reasons.)

The *subject* is *my mother*.

The *subject noun* is *mother*; it is modified by *my*.

The *predicate* is *is my kindest*, etc.

The *predicate verb* is *is*.

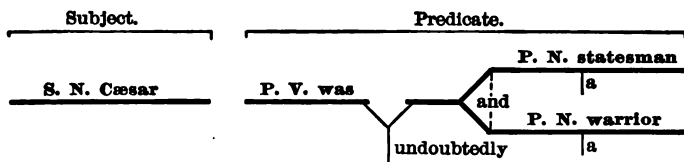
The *predicate noun* is *friend*; it is modified by the adjectives *kindest* and *dearest*, and by the adjective phrase *in all my troubles*; *troubles* is modified by *all* and *my*.

PARSING.—*Mother* is a *noun* (give reasons); *common*; *feminine gender*; *third person*; *singular num-*

ber; *nominative case*, because it is the subject of the verb *is*.

Friend is a *noun*; *common*; *feminine gender*; *third person*; *singular number*; *nominative case*, because it is used in the predicate with *is*.

2. Caesar was undoubtedly a statesman and a warrior.



3. The present from my uncle was a genuine surprise to me.
4. A battle in these times is a fearful scene.
5. Little folks are sincere believers in Santa Claus.
6. Apples and peaches are a delicious fruit.
7. The beautiful silver moon is a dead world.
8. Kings and queens are generally unhappy people.
9. My pet donkey can be a very stubborn animal.
10. Little Susie, so pretty and sweet, will soon be a woman.
11. This beautiful country was once an unbroken wilderness.
12. Was not our vacation a happy, joyful time?
13. A good general must be a brave and earnest man.
14. Our darling wee baby is a most beautiful creature.
15. A sly fox from the neighboring forest must have been the destroyer of our chickens.

LESSON XXXVII.

PREDICATE NOUN AND ADJECTIVE.

There are some other verbs, besides the verb *be* in its various forms, that are used to connect a sub-

ject with a predicate noun or adjective. All such are called verbs of *incomplete predication*.

She looks pale. The boy became a man.

Verbs of this kind connect the subject with,

1. A **noun** that is only *another name* for the thing denoted by the subject. Hence, the *subject* and the *predicate noun* are always in the *same case*.

The dog is a faithful animal. The man seemed a gentleman. George was made captain.

2. An **adjective** denoting a *state or quality* of the thing denoted by the subject.

The witness remained silent. The man grew sick. The door stood open. The rose smells sweet. My blood ran cold.

In meaning, verbs of incomplete predication differ but little from the verb *be*.

A **prepositional phrase** may take the place of a predicate adjective. It is then called the *predicate adjective phrase*.

*The wounded man was under the doctor's care.
He seemed on the edge of the precipice.*

EXERCISE 79.—*Mention the verbs of incomplete predication in the following sentences, and tell which words are predicate nouns, and which are predicate adjectives:*

1. The pupils were very tired and listless boys.
2. The poor child soon got very sick indeed.
3. The berries tasted sour, and seemed worthless fruit.
4. William became sad because his teacher looked ill.

5. The birds grew tamer as they got familiar with us.
6. Under the hot sun of summer, apples grow large and mellow.
7. A child should keep quiet when older persons are present.
8. The weather stays warm and sultry.
9. Her remark sounded harsh and impolite.
10. Rip Van Winkle remained a poor man.
11. Napoleon was considered the greatest general of his age.
12. The boy was named Washington, in honor of the Father of his Country.
13. The man was called a coward because he stood a patient listener to the taunts of his enemy.
14. You should sit straight and walk erect.
15. You should look pleasant when a visitor calls.
16. What seemed a head wore the likeness of a crown.

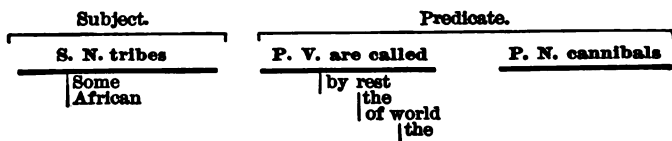
EXERCISE 80.—*Fill the blank in each of the following sentences with one of the pair of words given, and tell what part of speech you use, and why:*

1. *glad, gladly.* He looked — when the teacher praised him.
2. *high, highly.* The river rose — and did great damage.
3. *sad, sadly.* Annie felt very — when her canary died.
4. *bad, badly.* Bessie felt — because she missed her lesson.
5. *splendid, splendidly.* The jeweler's window looked —
6. *safe, safely.* The ship reached port —.
7. *safe, safely.* We passed — through the rapids.
8. *sweet, sweetly.* Those evening bells sound — and low.
9. *soft, softly.* I like eggs boiled —.
10. *idle, idly.* The tired hands wandered — over the keys.
11. *comfortable, comfortably.* His coat fitted him — and felt —.
12. *strong, strongly.* The rope was made — enough to support a heavy weight.
13. *helpless, helplessly.* The man was found — in a snow-drift.
14. *smooth, smoothly.* The river flowed — to the sea

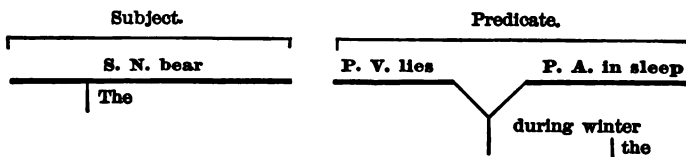
15. *quick, quickly.* Run — for the doctor. Be —.
16. *sound, soundly.* These apples seem to be —.
17. *wretched, wretchedly.* The forlorn old man looked —.
18. *pitiful, pitifully.* The lost child cried most —.
19. *cold, coldly.* The winter moon looks — down upon us.
20. *harsh, harshly.* The prisoners were treated most —.
21. *harsh, harshly.* The teacher looked — at the boy.

EXERCISE 81.—*Analyze the following sentences, explain the analysis, and parse the nouns and adjectives:*

1. Some African tribes are called cannibals by the rest of the world.



2. The bear lies in sleep during the winter.



(The phrase, *during the winter*, is adverbial, modifying *lies in sleep*.)

3. The beautiful moon rose clear and full.
4. Phebe is a graceful and dainty housewife.
5. The cat sits quiet and alone by the fire-place.
6. The boat was left, a broken and leaky wreck.
7. Our baby daily grows larger and lovelier.
8. The breezes of summer are soft and balmy.

9. A good name is the jewel of our souls.
10. The lark seems brightest and happiest in the early morning.
11. The eye is called the window of the soul.
12. Small service is often true service.
13. Wit is not always wisdom.
14. Her voice was soft and gentle music.
15. Dusty and dim are the eyes of the miller.
16. The notes of the nightingale were clear and distinct.
17. The walk up the hill became dull and tiresome.
18. The catbird is the clown of the woods.
19. Greece is a land of mountains and of floods.
20. The army and the navy are our defense in time of war.

LESSON XXXVIII.

APPOSITION.

An adjective used to modify a noun has the effect of showing more exactly what the noun denotes.

The heroic Washington. Her soldier lover.

Much the same thing happens when a noun or pronoun is explained by another noun or pronoun.

Washington, the hero. Her lover, the soldier. He, the speaker, is very eloquent.

A noun used as *hero* and *soldier* are used above is said to be *in apposition*. This word means *placed beside*, and it is chosen because the *appositive* generally stands immediately after the word it explains.

An appositive is always in the same case as the word it explains. When, however, a noun in the

possessive case is used with an appositive, only the appositive has the sign of the possessive case (' or 's).

Grant, the general's, grave is by the Hudson.

DEFINITION.—An **appositive** is a noun or pronoun used to explain another noun or pronoun.

EXERCISE 82.—*Mention the appositives, give their cases, and tell with what word each is in apposition :*

1. Herod, the Roman governor, beheaded John the Baptist.
2. Arnold, the traitor, died wretched and forsaken, in London, the metropolis of the world.
3. The children were delighted with the story of Jack the Giant-killer.
4. The head of the family, Mr. Brown, was a grave, sedate man.
5. We were guided by our old acquaintance, the trapper.
6. My dog, my dear dumb friend, lies at my feet.
7. Do you know the story of Brian, the brave king of Ireland?
8. My son Louis and my daughter Lillian are both at school.
9. Lafayette, the friend of our fathers, is gratefully remembered by us.
10. Behold her, yon solitary Highland lass.
11. Shakespeare the poet and Bacon the philosopher lived during the reign of Elizabeth, Queen of England.
12. Jessie, the bewitching little fairy, dances her way into all our hearts.
13. Old Shep, an intelligent collie dog, takes care of the sheep in the park.
14. The mother tearfully parted from her boy, the brave soldier.
15. Daniel Boone, the pioneer of Kentucky, endured many hardships.
16. The moon, that lovely lantern of the night, outshone the fire-fly's light.

LESSON XXXIX.

THE PERSONAL PRONOUN.

We have learned that when a noun is the subject of a verb, it is in the *nominative case*; and that when it is the object of a verb, or of a preposition, it is in the *objective case*.

In like manner, a pronoun that is the subject of a verb is in the *nominative case*; and one that is the object of a verb, or of a preposition, is in the *objective case*.

Again, that form of the noun used to denote ownership is in the *possessive case*; and likewise a pronoun that denotes ownership is in the *possessive case*.

This likeness in the use of nouns and pronouns is shown below :

<i>Nom. Forms.</i>		<i>Poss. Forms.</i>		<i>Nom. Forms.</i>		<i>Obj. Forms.</i>
John	} saw {	Mary's	} bird.	John	} saw {	Mary
I		my		I		you
We		our		We		him
You		your		You		me
He		his		He		us
She		her		She		her
It		its		It		it
They		their		They		them

The word *Mary's*, and all the possessive pronouns in the column of possessive forms above are *modifiers of bird*.

Pronouns used to modify nouns are called **adjective pronouns**.

My book and his slate were lost.

Which man is their uncle?

The pronoun *it* is sometimes used as the subject of such verbs as *rains*, *snows*, etc. In this case it is said to be *impersonal*; that is, *not personal*.

It hails. It storms. It grows dark.

In such sentences, *it* does duty as a subject without denoting an *actor*.

Some of the personal pronouns in the third person have forms that indicate gender. They are *he*, *his*, *him*, *she*, *her*, *it*, *its*. All the others fail to indicate gender, but it is generally shown in some other way.

If the personal pronouns be arranged so as to show in an orderly way the forms that denote gender, person, number, and case, we have:

THE DECLENSION OF PERSONAL PRONOUNS.

	FIRST PERSON.		SECOND PERSON.	
	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Sing. or Plur.</i>
NOMINATIVE:	I	we	thou	you, ye
POSSESSIVE:	my, mine	our, ours	thy, thine	your, yours
OBJECTIVE:	me	us	thee	you, ye

	THIRD PERSON.			
	<i>Masc. Sing.</i>	<i>Fem. Sing.</i>	<i>Neut. Sing.</i>	<i>Plural.</i>
NOMINATIVE:	he	she	it	they
POSSESSIVE:	his	her, hers	its	their, theirs
OBJECTIVE:	him	her	it	them

DEFINITION.—The **declension** of a noun or a pronoun is an orderly arrangement showing its changes to denote gender, person, number, and case.

EXERCISE 83.—*Fill the blanks with pronouns, and tell the person, number, and case of each. Tell also which are adjective pronouns.*

1. Bessie recited — lessons well, because — had studied — well.
2. — wish — would come with — into the garden.
3. The boy played with — top and the girl with — doll.
4. Next week — shall go with — cousins to Boston.
5. "Give — the book," — cried.
6. Listen, — children, and — will tell — a few things about — life.
7. The shepherd and — companion did all that was in — power to recover — lost sheep.
8. Then the little Hiawatha
 Learned of every bird — language,
 Learned — names and all — secrets,
 How — built — nests in summer,
 Where — hid themselves in winter.—*Longfellow.*
9. The man took the little girl in — arms and kissed —, and said, "— owe — life to —, — brave little maid."
10. Tom went at — lesson with a will, and soon struggled out of — difficulties, for Polly helped — here and there.

To the pronouns, *my, our, thy, your, him, her, it*, and *them* is added the word *self* or *selves* to form a class of words called

COMPOUND PERSONAL PRONOUNS.

	<i>First Person.</i>	<i>Second Person.</i>	<i>Third Person.</i>
SINGULAR:	myself	{ thyself yourself	{ himself herself itself
PLURAL:	ourselves	yourselves	themselves

The compound personal pronoun is used,

1. Somewhat in the way of an appositive; not, however, to explain, but for the sake of *emphasis*.

I, myself, did the work. You, yourselves, are to blame.

2. As the object of a transitive verb. In this case, it denotes the same person or thing as the subject, and the verb is said to be *reflexive*.

I hurt myself. They dressed themselves.

3. As the object of a preposition.

They thought only of themselves. He worked by himself in a corner.

EXERCISE 84.—*In the following, mention the personal, adjective, interrogative, and compound personal, pronouns. Tell also which verbs are reflexive :*

1. What is the use of talking, if you have nothing to say?

2. Pray tell me, little Katydid, what did poor Katy do?

3. Oh! what did you have at the party, dear Nellie?

Cakes, oranges, candies, and every thing nice?

Did you bring any home? What is that in your pocket?

Oh! say, did they send us some good orange ice?

4. Let us hasten to that spring, and refresh ourselves with its cool water.

5. Bees gather honey for themselves, and men rob them of it.

6. The king built himself a great palace.

A pronoun, like a noun, may be used with a verb of incomplete predication, in the same case, and denoting the same thing as the subject. It is then called a *predicate* pronoun.

EXERCISE 84 A.—*Mention the predicate pronouns, and tell the verbs completed by them :*

1. Was it she who broke the window?
 2. It was not I.
 3. It must have been he.
 4. Who was it that lost her glove? I.
 5. I did not know that it was he.
 6. Was it the neighbors' children who picked the flowers?
- No, it was not they.

EXERCISE 84 B.—*Fill the blanks with pronouns, tell the case of each, and give a reason for its use:*

1. Give the book to John and —.
2. John and — own the book.
3. It is you and — who will be rewarded.
4. Did Mary ring the bell? No, it was not —.
5. This is the place for Billy and —.
6. He and — are brother and sister.
7. Did these boys break the window? No, it was not — who broke —.
8. Who wants to go with —? —.
9. Did you see Alice and — this morning?

LESSON XL.

ANALYSIS, SYNTHESIS, AND PARSING.

EXERCISE 85.—*Analyze the following sentences, and parse the nouns, pronouns, and adjectives:*

1. Every pine, fir, and hemlock wore a white mantle of snow.
2. A big buzzing bumble-bee flew to the top of the tulip tree.
3. A great iceberg moved uneasily, and then plunged its high crowned head beneath the waves.
4. A lively young turtle suns himself on a mossy log in that pond.
5. Can you not soothe the frightened child with tender loving words?
6. The broken clouds sailed off in crowds, across a sea of glory.

7. A million little diamonds twinkled on the trees on that spring morning.

8. The sun rose above the hills, and sent its rays down on the old farm-house.

9. The elephant, a quiet, well-trained beast, was confined in a large cage.

Subject.		Predicate.	
S. N. elephant (beast)		P. V. was confined	
The		in cage	
a quiet well-trained		a large	

10. A good voice has a charm in speech and in song.

11. The fern seeks the shade and shuns the sunshine.

12. Cotopaxi is the highest and most terrible volcano in the world.

13. Sir Ralph the Rover tore his hair
And beat his breast in his despair.

14. Fierce winds often sweep over the desert and fill the air with thick clouds of sand.

15. Marie, a sweet-faced French girl, is our children's nurse.

16. The strong and stalwart oak-tree catches the dew in its many dainty cups.

17. Cluck-a-luck sat on a high fence, and crowed, and tumbled backward, and broke her neck.

18. The queen of the bees sits on her dainty throne, and scolds her worthless subjects, the lazy drones.

19. Strains from a distant guitar floated languidly and dreamily to my ear.

20. The patient squaw lifted her droll papoose to her back and started on her weary march.

21. The microscope reveals to us many wonderful and beautiful creatures.

22. A wreath of evergreen, a Christmas token, hangs in my window.

23. The dew fell into the heart of a rose and lay in a blissful dream.

24. On a sunny hillside grew a little colony of May-flowers.

LESSON XLI.

TRANSITIVE AND INTRANSITIVE VERBS.

Whenever the action expressed by a verb is represented as beginning with an actor and passing over to something that receives the action, the verb is *transitive*.

Whether a verb is transitive or intransitive depends altogether upon the way it is used. Many verbs may be used either transitively or intransitively. Some examples follow.

Transitive.

The boy *flies* a kite.

He *runs* the coach.

The conductor *started* the train.

The rain *stopped* the play.

Intransitive.

The bird *flies* swiftly.

The horse *runs* along the road.

The train *started* from the station.

The rain *stopped* at noon.

Sometimes, in order to save words, we leave out the object, and express action without referring to any particular object. Thus, we may say, *The boy reads*, meaning that he reads books or other printed or written matter. In like manner, *Men build*, and *time destroys*, is a shorter way of saying *Men build houses*, and *time destroys houses*. When the name of that which receives the action is omitted, the verb is said to be *intransitive*.

Either the object or the subject of a transitive verb may denote the receiver of the action.

The sunset brightened the hills.

The hills were brightened by the sunset.

In both of these sentences the word *hills* denotes the receiver of the action. Again,

Our gardener plants the seeds early.

The seeds are planted early by our gardener.

The receiver of the action is denoted by the *object* in the first sentence, and by the *subject* in the second.

The object of a transitive verb may denote the same person or thing as the subject. When this is the case, the verb is said to be *reflexive*.

We guided ourselves by the sound of the school-bell.

The moon hid itself behind the clouds.

EXERCISE 86.—*Explain the following sentences in accordance with the models:*

1. The boy struck his brother.

ANALYSIS.—The subject is *The boy*; the predicate is *struck his brother*.

The subject noun is *boy*; the predicate verb is *struck*; the object noun is *brother*.

The actor is denoted by the subject noun *boy*; the receiver of the action is denoted by the object noun *brother*.

The verb is *transitive*, because the action passes over to a receiver of the action.

2. The ice in the river will be thawed by the warm sun.

ANALYSIS.—The subject is *The ice in the river*; the predicate is *will be thawed by the warm sun*.

The subject noun is *ice*; the predicate verb is *will be thawed*.

The actor is denoted by *sun*, which is the object of the preposition *by*; the receiver of the action is denoted by the subject noun *ice*.

The verb is *transitive*, because the action passes over to a receiver of the action.

8. The apples were gathered in October.

ANALYSIS.—The subject is *The apples*; the predicate is *were gathered in October*.

The subject noun is *apples*; the predicate verb is *were gathered*.

The actor is not mentioned; the receiver of the action is denoted by the subject noun *apples*.

The verb is *transitive*, because the action passes over to a receiver of the action.

4. I did not eat yesterday.

ANALYSIS.—The subject is *I*; the predicate is *did not eat yesterday*.

The subject pronoun is *I*; the predicate verb is *did eat*.

The actor is denoted by *I*; the receiver of the action is not mentioned.

The verb is *intransitive*, because the receiver of the action is not mentioned.

5. Wellington defeated Napoleon at Waterloo.
6. The lambs gambol in the meadow.
7. William Penn purchased Pennsylvania from the Indians.
8. The great waves dashed themselves against the cliff.
9. The door of the safe was opened by the burglars.
10. The boys gathered a great many chestnuts.
11. The drowsy cattle lie under the oaks by the brook.
12. The dead leaves were blown hither and thither.
13. A large snake was killed near the school-house.
14. Fire destroys much property every year.
15. I can hear the thrushes in the lilacs.
16. Mary plucked a beautiful flower for her teacher.
17. The judge promptly sentenced the prisoner.
18. The winter sun lies abed late.
19. The babies played in the sand at the beach.
20. His future was ruined by strong drink.
21. The fireman rescued a woman from the burning building.
22. Did you practice your lesson on the violin to-day?
23. The man in the moon makes ugly faces at the stars.

24. The woods against a stormy sky their giant branches tossed.
25. John was punished for disobedience.
26. Victor Emmanuel formerly governed the kingdom of Italy.
27. When did Columbus discover America?
28. Why did you neglect the opportunity?
-

LESSON XLII.

THE ACTIVE AND THE PASSIVE VOICE.

There are two very different ways of using a transitive verb.

1. The *object* of the verb may denote the receiver of the action.

John sawed the wood. William struck Henry.

In this case, the person denoted by the subject, *acts*, and the verb is said to be in the **active voice**.

2. The *subject* of the verb may denote the receiver of the action.

The wood was sawed by John. Henry was struck by William.

In each of these sentences, the subject of the verb denotes the receiver of the action, and the verb is said to be in the **passive voice**. The word *passive* is used because the person or thing that receives the action often *suffers* by doing so, and *passive* means *suffering*.

The name of the actor preceded by the preposition *by* generally follows a verb in the passive voice.

But we may often wish to express an action as received by some person or thing, and yet not mention the name of the person or thing that performed the action. This is done by omitting the phrase consisting of *by* and the actor's name.

The wood was sawed. Henry was struck.

Any sentence containing a verb in the *active* voice may be changed so that the verb shall be *passive*.

ACTIVE VOICE.	{ <i>The winter's cold destroyed many birds.</i> <i>The sun's rays light and warm the earth.</i> <i>The farmer will plow and harrow the field.</i>
PASSIVE VOICE.	{ <i>Many birds were destroyed by the winter's cold.</i> <i>The earth is lighted and warmed by the sun.</i> <i>The field will be plowed and harrowed by the farmer.</i>

The intransitive verb can not be varied in this manner, and it has, therefore, no voice.

DEFINITION.—Voice is the form of a transitive verb that shows whether the subject denotes the actor or the receiver of the action.

DEFINITION.—A transitive verb is in the *active* voice when its *subject* denotes the doer of the action.

The mice ate the cheese. The teacher loves her pupils.

DEFINITION.—A transitive verb is in the *passive*

voice when its *subject* denotes the receiver of the action.

The house was destroyed by fire. The cheese was eaten.

EXERCISE 87.—*Tell which verbs are used transitively, and which intransitively. Mention the object when the verb is transitive.*

1. "Wherever you lead, general, we soldiers will follow."
2. John leads his little brother, and they follow the policeman across the street.
3. The foreman directed the men to push with all their power.
4. Henry pushed his sister off the side-walk, and one of his classmates told of the impolite act.
5. The light-hearted girl skipped along the street.
6. The idle boy skipped stones along the surface of the water.
7. Some persons swing their arms too much in walking.
8. The girls swing in the grove from morning till night.
9. "I shall not freeze to death during the long walk, but I may freeze my ears."
10. To see John delight in his lessons, delights the heart of his mother.
11. In the afternoon we read and spell, and draw pictures on our slates.
12. He read a poem very well, and spelled a difficult word.

EXERCISE 88.—*Tell which verbs are in the active voice, and which are in the passive voice.*

1. Bread is sold by bakers.
2. A tree was struck by lightning.
3. The merchant had been robbed.
4. The teacher will solve the example.
5. The boys will be detained.
6. His duty had been neglected.
7. The damage can be repaired.
8. John had torn his book.

9. The lightning struck the steeple.
10. The horses were fed this morning.
11. My task has just been finished.
12. The children were throwing stones.
13. A noise was heard in the street.
14. The garden has been dug.
15. Meat is sold by butchers.
16. The cakes were eaten by the boys.
17. The letter will be finished in an hour.
18. The purse will be found somewhere in the house.
19. The house might have been entered by burglars.
20. The children were frightened by the dog.
21. The teacher will be pleased by the exercise.
22. During my walk I found a beautiful wild-flower.
23. The life of Socrates was destroyed by poison.
24. At his return he was welcomed by the Emperor.

EXERCISE 89.—*Change the following sentences so that verbs in the active voice shall be in the passive voice, and the reverse.*

1. Food sustains life.
2. The letter was written by John.
3. Americans visit Paris.
4. Evangeline was written by Longfellow.
5. Ethan Allen captured Ticonderoga.
6. The doctor saved the child's life.
7. Electricity was drawn from the clouds by Benjamin Franklin.
8. Demosthenes delivered many very eloquent orations.
9. Cicero defeated the conspiracy of Cataline and his friends.
10. The Czar of Russia was assassinated by Nihilists.
11. America was discovered by Christopher Columbus.
12. Great Britain was invaded by the Romans under Julius Caesar.
13. Fast steamers cross the Atlantic Ocean in less than seven days.
14. Milton composed one of the most beautiful of all poems.

15. The boy has been told of his duty many times by the teacher.
16. The burglar was caught in the house by a policeman.
- 17. Shylock demanded a pound of flesh from Antonio's body.
18. Food was brought to Elijah by ravens every morning and evening.
19. Many an evening by the waters did we watch the stately ships.—*Tennyson*.
- 20. The jingling of the guinea helps the hurt that Honor feels.—*Tennyson*.
-

LESSON XLIII.

INDICATIVE AND IMPERATIVE MODES.

No sentences are used so much as the *declarative* and the *interrogative*. The declarative sentence simply *states* or *asserts* something as a fact; the interrogative sentence expresses an *inquiry*.

ASSERTION.—*Snow is white. The sun shone. The man has not come. The lily will soon bloom. The bird had flown away.*

INQUIRY.—*Is she pretty? Has the letter been written? Does the cat resemble a tiger? Have they not gone?*

In sentences like the foregoing, the verb that asserts, or that expresses the question, is in the *indicative mode*.

The word *mode* means *manner*, and the word *indicative* means *declaring, making known, or indicating*.

Less frequently the verb is used for the purpose of expressing a *command*. A verb so used is said to be in the *imperative mode*.

Since it is only the person or thing addressed

that can be directly commanded, the subject of a verb in the imperative mode is always a pronoun of the second person,—*thou, you, or ye*,—and it is generally omitted. The subject is then said to be *understood*.

(You) *Come here.* (You) *Open your eyes, and (you) look around you.* (You) *Look out for the lamp! Turn not thou away. See you to your own affairs.*

The imperative mode is sometimes weakened in meaning so as to express an *entreaty*, or a mere *request*.

Excuse the poor child. Visit us again.

DEFINITION.—**Mode** is a form or use of a verb that indicates the manner in which the action or state is to be regarded.

DEFINITION.—The **indicative mode** is that form or use of a verb by which it expresses a *statement* or a supposition as a fact, or asks a question.

He has not gone. Will you solve the example?

If he is wealthy, he is not a gentleman.

DEFINITION.—The **imperative mode** is that form or use of a verb by which it expresses a *command*, a request, or an exhortation.

Go thou and do likewise. Take off your hat.

EXERCISE 90.—*In the following selections, point out the verbs, and tell the mode of each:*

1. My little one came, and brought me a flower,
 Never a sweeter one grew;
 But it faded and faded in one short hour,
 And lost all its pretty blue.

2. The boys camped for two days, until the tired animals became rested.
 3. Oh! do not look so sad, my dear,
And cease that dismal frown.
 4. What is the lullaby she sings
As back and forth she swings and swings?
 5. When night came, and the yellow moon flooded the plain
with light, the sight was very strange.
 6. There! sweep these foolish leaves away!
I will not crush my brains to-day.
Look! are the southern curtains drawn?
Fetch me a fan, and so begone!—*O. W. Holmes.*
 7. She swept the hearth up clean,
And then the table spread;
And next she fed the dog and bird,
And then she made the bed.
 8. I pray thee, where do you go to-day?
The strong wind is blowing, the heavens are gray.
Do you go to the Northland, far, far away?
 9. The fairies whisper, "Come and play,
The sun is shining bright."
And when I fling my book away
They flutter with delight.
-

LESSON XLIV.

SUBJUNCTIVE MODE.

Another form of the verb is employed in a statement or supposition about an event or state of things that is only *thought of*, and is not regarded by the speaker as *true*.

Were he a giant, I should not fear him.

*Had I the wings of a dove, how soon I should see you again.
Unless the sky fall, we shall catch no larks.*

In the preceding sentences, the verbs in *black-faced type* are said to be in the *subjunctive mode*.

The word *subjunctive* means *joined in an inferior or subordinate relation to something*. This mode is never used alone, but in a sentence of two or more branches called *clauses*. The clause containing the verb in the subjunctive mode is *dependent upon* another clause of greater importance called the *principal*, or *independent* clause.

*Subordinate Clause.**Principal Clause.*

Except ye be converted, ye shall not enter the Kingdom of Heaven.

Unless the day be fine, I shall remain at home.

If wishes were horses, beggars might ride.

Provided he apologize, I shall forgive him.

When the supposition is thought of by the speaker as a fact, or is treated as such, the verb is in the *indicative mode*.

If the earth is round (and it is), men may sail around it.

If he comes (as I believe he will), he shall have a pleasant time.

The clause containing a verb in the subjunctive mode,

1. Puts its verb before the subject:

Were I he, I should go.

Be he wise or ignorant, he has made a mistake.

Were he alive, he would now be a man.

2. Puts its subject after the first part of a verb consisting of two or more words:

Should it rain, I shall not come.

Had he been killed, it would have been better.

Could he have remained, he should now be alive.

3. *Is* introduced by a conjunction expressing doubt, uncertainty, or a mere supposition, such as *if*, *though*, *unless*, *except*, *lest*, *that*, etc.

Though he fail, he should try again.

Unless he speak the truth, he will not escape.

I hope that he may come.

DEFINITION.—The subjunctive mode is that form or use of a verb by which it expresses a *statement*, or a supposition, not as a fact, but merely as thought of.

Thy kingdom come, Thy will be done.

Were the moon larger, it would give more light.

EXERCISE 91.—*Tell which verbs are in the indicative mode, and which in the subjunctive; mention also principal clauses and the subordinate classes:*

1. If he is a scholar, he is not a gentleman.
2. Provided he work, I shall pay him.
3. Although he had only one eye, he saw more than I did.
4. Although I had a hundred eyes, many things would escape my notice.
5. Had you come earlier, you could have seen him.
6. Although he came earlier, he was still too late.
7. Though man dies, he may live hereafter.
8. Unless he die, he will certainly return to his home.
9. Whether a man is good or bad, depends much on his early training.
10. Whether he be poor or rich, he shall be punished for his crime.
11. Be he guilty or innocent, he deserves our pity.

12. Were he my own brother, I should not excuse his fault.
 13. Although he is my brother, he should be protected.
 14. Though honesty is the best policy, dishonesty often, for a long time, escapes detection and punishment.
 15. If he is an excellent swimmer, he can not swim so far as to the wreck.
 16. If he be a good swimmer, he may reach the shore.
 17. Unless the farmer sow, he must not expect to reap.
 18. If a man works hard during the day, he rests all the better at night.
 19. We should start at once, lest we be late for the train.
 20. The man will not be admitted to the hospital, unless he is sick.
 21. Should he lose himself in the woods, he would climb a tree to look around him.
 22. I wish that we were wealthy, provided wealth brought no additional care.
 23. He could not have been kinder, if he had been my brother.
 24. Take care that your youth be well spent lest you be shamed in old age.
-

LESSON XLV.

INFINITIVE MODE.

There is a form of the verb that is usually preceded by the preposition *to*, and is said to be in the *infinitive mode*. It is used,

1. Merely to name the action in the manner of a noun.

To live is all he asks. To be believed comes from always speaking the truth.

2. To denote the *purpose* or the *cause* of the action expressed by some other verb.

I went to see him. The sower went forth to sow. We were glad to see him.

The word *infinitive* means *unlimited*. The term is used because this form of the verb undergoes no change,—*is not limited*,—when the person or number of its subject is changed. A verb in the indicative mode is changed or limited in accordance with variations in the person and number of its subject.

INDICATIVE MODE.	{	<i>I go.</i>	INFINITIVE MODE.	{	<i>They told me to go.</i>
		<i>Thou goest.</i>			<i>They told thee to go.</i>
		<i>He goes.</i>			<i>They told him to go.</i>
		<i>We go.</i>			<i>They told us to go.</i>

The subject of a verb in the infinitive mode is generally omitted, but when expressed it must be in the objective case.

The preposition *to* is called *the sign of the infinitive*, but it is often omitted, especially after the verbs *bid, dare, feel, hear, see, let, make, need*, etc.

Bid him come. We dared not go. I saw him die. You need not hurry. We felt the earth tremble.

EXERCISE 92.—*Tell the modes of the verbs in the following:*

1. I would not be a leaf, oh no,
To wait for April winds to blow
Before I should have power to grow.
2. The professor was said to have traveled all over this country and Europe.
3. As soon as young birds are strong enough to fly, the old birds try to induce them to use their wings, but they are rather slow to learn.

4. We have hearts to feel and hands to do,
And eyes to pierce the darkness through.
5. Hear the rain beat against the window.
6. When we need not go out-doors, we are content to let
the north wind blow.
7. The children saw the lightning flash and felt the house
shake, and were so frightened that they dared not stir.
8. A student of great enterprise
Went out early to see the sun rise.
9. The rain wakes the roses and makes them smile.
10. The master bade the boys hurry; not a moment was to
be lost.
11. The tourists were to have sailed in the morning, but
were compelled to wait until evening.
12. He hears the parson pray and preach,
He hears his daughter's voice
Singing in the village choir,
And it makes his heart rejoice.

LESSON XLVI.

VERBALS.

There are two classes of words that have the nature of the verb, and, in addition, that of the noun or adjective. They are called *verbals*. They are,

1. The *gerund*, or *verbal noun*. Like any other noun, the gerund may be the *subject* of a verb, or the *object* of a verb or of a preposition.

He was arrested for stealing. I was charged with having written the letter. Playing ball is fine sport. He taught singing. I regretted being late. He apologized for having spoken angrily. He complained of having been treated badly.

2. The *participle*, or *verbal adjective*. It resembles the *verb* in expressing action or state, and the *adjective* in modifying nouns and pronouns.

We saw a boy *flying* a kite. The enemy, *having been defeated*, withdrew. *Seeing* the multitudes, he went up into a mountain. The men, *having finished* their work, went home.

Both the gerund and the participle may be,

1. *Simple* or *compound*.

- SIMPLE. { Gerund.—He was punished for not *trying*.
 { Participle.—*Strolling* along the beach, we found shells.
- COMPOUND. { Gerund.—He was detained for *having missed* his
 { lesson.
 { Participle.—*Having been reprimanded*, he was
 { discharged.

2. *Transitive* or *intransitive*.

- TRANSITIVE. { Gerund.—*Picking* berries is pleasant work.
 { Participle.—*Having washed* his hands, he began
 { to write.
- INTRANSITIVE. { Gerund.—We admired their *singing*.
 { Participle.—We heard the birds *singing*.

3. *Active* or *passive*.

- ACTIVE. { Gerund.—*Smoking* is injurious to health.
 { Participle.—*Believing* that he would return, we
 { waited.
- PASSIVE. { Gerund.—*Being deceived* makes us distrustful.
 { Participle.—The bear, badly wounded, fled to the
 { woods.

DEFINITION.—A gerund is a verbal used as a noun.

We escaped by *swimming* the river. He is fond of *studying*. He was punished for *having been* tardy. *Skating* is a valuable exercise.

The gerund is sometimes preceded by the articles *a*, *an*, or *the*.

The ringing of a bell prevented our hearing the ticking of the clock. We heard a clapping of hands.

DEFINITION.—A participle is a verbal adjective.

Hearing a noise, I went to the window. Having worked all day, we were tired. The prisoner, having been censured, was set at liberty.

A participle immediately preceding the noun it modifies should be parsed as a *verbal adjective*. (See p. 60.)

Running water is not so easily frozen as standing water.

EXERCISE 93.—*Tell which of the verbals in the following are gerunds, and which are participles. Mention also the verbal adjectives:*

1. We, being very weary, rested ourselves by lying in the shade.
2. Quickly advancing, he gave the signal by clapping his hands.
3. Hoarding money is the only business of his life.
4. Having climbed a tree, the monkey amused himself by throwing cocoa-nuts at his pursuers.
5. Having overcome the difficulties of his lessons, he is fond of being praised.
6. The rising of the sun aroused all the sleeping caravan.
7. Sword, on my left side gleaming,
What means thy bright eye's beaming?
8. The stars are tiny daisies high,
Opening and shutting in the sky;
While daisies are the stars below,
Twinkling and sparkling as they grow.

9. Grandma says our modern dancing
 Would have shocked without entrancing
 Gentle people long ago.
10. He thinks, my dear little brother, so knowing,
 That feather-bed fairies do all the snowing;
 He thinks the feathers come sailing down,
 Making the snow that whitens the town.
-

LESSON XLVII.

TENSE.

The verb, as we have learned, has something in its form or its use to denote the *mode* of the action. But this is not all. The *time*, also, of the action or state expressed by a verb may be indicated. Thus, the forms *see, go, am, run, love*, express action or state in the *present*; while *past* action or state is denoted by *saw, went, was, ran, loved*.

This peculiarity about the verb, by which it shows the time of the action or state, is called *tense*,—a word meaning *time*.

Time is divided into *present, past, and future*; hence, there are *three principal tenses*—the *present tense*, the *past tense*, and the *future tense*.

PRESENT TENSE.

*I am.**I walk.*

PAST TENSE.

*I was.**I walked.*

FUTURE TENSE.

*I shall be.**I shall walk.*

Tense is denoted in two ways:

1. By the form of the verb itself. This happens

only in the simplest form of the present and past tenses.

PRES. TENSE.—*I sit, swim, love, laugh, carry, cry.*

PAST TENSE.—*I sat, swam, loved, laughed, carried, cried.*

2. By the aid of certain forms of other verbs called *auxiliary verbs*. The phrases thus made are called *verb-phrases*. The following are some examples of verb-phrases:

PRESENT TENSE.—*I am walking, may love, do succeed; do I succeed?*

PAST TENSE.—*I was riding, had been riding, had succeeded.*

FUTURE TENSE.—*I shall see, shall be walking, shall have loved.*

By means of some peculiarity, either in the form of the verb itself, or in the verb-phrase, action, either in the present, past, or future, may be denoted,

1. As *indefinite*. These forms denote the action as belonging somewhere in the indefinite present, past, or future.

PRESENT TENSE.

I write,
or *I do write.*

PAST TENSE.

I wrote,
or *did write.*

FUTURE TENSE.

I shall write.

2. As *progressive* or *incomplete*. These forms denote not only that the action is in the present, past, or future, but that it is action *going on*, or *in progress*. For simplicity, the tense names are the same as for *indefinite* action.

PRESENT TENSE.

PAST TENSE.

FUTURE TENSE.

I am writing. I was writing. I shall be writing.

3. As *perfect* or *complete*. These forms denote action that is *perfect* or *finished* at some definite point of time in the present, the past, or the future. The *tenses of completed action* are,

PRES.-PERFECT TENSE.

PAST-PERFECT TENSE.

FUTURE-PERFECT TENSE.

I have written. I had written. I shall have written.

The tenses of completed action have a form to denote that the action before completion is *continuous*, and not *momentary*. The tense names, however, remain the same.

PRES.-PERFECT TENSE.

PAST-PERFECT TENSE.

I have been writing.

I had been writing.

FUTURE-PERFECT TENSE.

I shall have been writing.

We have, therefore, six tenses in all; the *present* and the *present-perfect*; the *past* and the *past-perfect*; the *future* and the *future-perfect*. The indicative is the only mode that contains them all.

All the foregoing tense forms may be made *interrogative*, generally by putting the subject after the first auxiliary, or after the verb.

Does he sing? Did you go? Was she there?

They are made negative by introducing the adverb *not* after the first auxiliary.

I shall not go. He may not have seen you.

LESSON XLVIII.

EXERCISES ON THE TENSES.

EXERCISE 94.—*Tell the tense of each verb in the following exercise :*

1. I write. He is walking. Are you going? I am sorry.
2. Was he sick? I went away. The bird flew. The wind whistled.
3. Will you go? We shall be late. He will run. You shall not go. Mary will be sewing.
4. We have been working. Has the messenger returned? Have the pupils recited? Has school been dismissed?
5. Had he finished his work? The boy had fallen from a tree. Had they been excused? They had not been detained.
6. His task will have been performed before you return.
7. Did he come? The time has passed. The bird chirps.
8. The horse ran away. Do you see the crowd? Are they here?
9. Had he arrived when you left? The boy has been skating.
10. They will have heard the news before you leave.
11. I was eating my dinner when he called.
12. He had finished his work and had gone home.
13. Have you read that book more than once?
14. We shall have traveled twenty miles before night.
15. If you will call, I shall be pleased.
16. Where shall we spend our vacation? I do not know.
17. One night last summer we sat and watched the meteors.
18. We had been working hard and were very hungry.
19. "I'll take a kiss," said little Hal;
His loving mother said, "You shall."
20. The poor boy had been hurt when he was very young.
21. Every student of history has learned that the battle of Bunker Hill was lost to the Americans because they had not enough powder.

LESSON XLIX.

AUXILIARY VERBS.

Certain forms of several different verbs may be joined to form what is called the *verb-phrase*. The verb-phrase is extremely useful. From its form we are able to determine,

1. The *voice* of a transitive verb.

ACTIVE VOICE.—*were seeing, have loved, shall finish.*

PASSIVE VOICE.—*were seen, have been loved, shall be finished.*

2. The *tense* of any verb.

PRESENT.—*am going, may walk, can be done.*

PAST.—*was going, might walk, could be done.*

FUTURE.—*shall be going, shall walk, will be seen.*

3. The *condition of the action*; that is, whether it is to be thought of as *perfect*, or as *progressive*.

PERFECT.—*has gone, was loved, had been found.*

PROGRESSIVE.—*has been going, was loving, had been finding.*

The last word in a verb-phrase is derived from what is called the *principal verb*; all the others are *helping* or *auxiliary* words. The verbs from which they are derived are called *auxiliary verbs*.

The auxiliary verbs are *do, be, have, shall, will, may, can*. They may sometimes be used also as principal verbs, as may be seen from the following examples:

Troy was, but is no longer. He willed otherwise. Henry did the work, and already has his pay.

We have seen that the infinitive without *to* is used after such verbs as *see*, *hear*, *feel*, etc.

I saw him go. We heard him sing. I felt the house shake.

Long ago, however, these infinitives were known by their endings.

Moreover, the verbs that we now call *auxiliaries* were regarded as principal verbs, and verb-phrases were unknown. So that in such sentences as *I do go*, and *He will come*, the first verb was not an auxiliary, but a transitive verb, having for its object an infinitive used as a verbal noun.

In a similar way, the words in even the longest verb-phrase might be parsed separately, but it is more convenient to treat the verb-phrase as a single word.

A large variety of verb-phrases may be formed with these eight auxiliaries. The following table contains the verb-phrases, as well as the simple forms, in both voices, and in all the modes and tenses of the transitive verb *love*:

INDICATIVE MODE.

PRESENT TENSE.	ACTIVE VOICE.	<i>love.</i>	<i>am</i>	} <i>loving.</i>	<i>may</i> } <i>love, or</i> <i>can</i> } <i>be loving.</i>
		<i>do love.</i>	<i>is</i>		
		<i>does love.</i>	<i>are</i>		
	PASSIVE VOICE.		<i>am</i>	} <i>loved, or</i> <i>being loved.</i>	<i>may</i> } <i>be loved.</i> <i>can</i> }
			<i>is</i>		
			<i>are</i>		

PAST TENSE.	ACTIVE VOICE.	<i>loved.</i>	<i>was</i>	{	<i>loving.</i>	<i>might</i>	{	<i>love, or</i>
		<i>did love.</i>	<i>were</i>			<i>could</i>		<i>be loving.</i>
	PASSIVE VOICE.		<i>was</i>	{	<i>loved, or</i>	<i>might</i>	{	<i>be loved.</i>
			<i>were</i>			<i>could</i>		

FUTURE TENSE.	ACTIVE VOICE.	<i>shall</i>	{	<i>love.</i>	<i>shall</i>	{	<i>be loving.</i>
		<i>will</i>			<i>will</i>		
	PASSIVE VOICE.	<i>shall</i>	{	<i>be loved.</i>			
		<i>will</i>					

PRESENT-PER- FECT TENSE.	ACTIVE VOICE.	<i>have</i>	{	<i>loved, or</i>	<i>may have</i>	{	<i>loved, or</i>
		<i>has</i>			<i>can have</i>		
	PASSIVE VOICE.	<i>have</i>	{	<i>been loved.</i>	<i>may have</i>	{	<i>been loved.</i>
		<i>has</i>			<i>can have</i>		

PAST-PERFECT TENSE.	ACTIVE VOICE.	<i>had loved, or</i>	{	<i>had been loving.</i>			
		<i>had been loving.</i>					
	PASSIVE VOICE.	<i>had been loved.</i>	{				

FUTURE-PER- FECT TENSE.	ACTIVE VOICE.	<i>shall</i>	{	<i>have loved.</i>	<i>shall</i>	{	<i>have been loving.</i>
		<i>will</i>			<i>will</i>		
	PASSIVE VOICE.	<i>shall</i>	{	<i>have been loved.</i>			
		<i>will</i>					

SUBJUNCTIVE MODE.

PRESENT TENSE.	ACTIVE VOICE.	If, unless, etc.	<i>I, we, thou, you, he, she, it, they</i>	<i>love, do love, be lov- ing; or may, can love, or be lov- ing.</i>
	PASSIVE VOICE.	If, unless, etc.	<i>I, we, thou, you, he, she, it, they</i>	<i>be loved; or may, can be loved.</i>
PAST TENSE.	ACTIVE VOICE.	If, unless, etc.	<i>I, we, thou, you, he, she, it, they</i>	<i>loved, did love, were loving; or might, could love, or be loving.</i>
	PASSIVE VOICE.	If, unless, etc.	<i>I, we, thou, you, he, she, it, they</i>	<i>were loved; or might, could be loved.</i>
PAST-PERFECT TENSE.	ACTIVE VOICE.	If, unless, etc.	<i>I, we, thou, you, he, she, it, they</i>	<i>had loved, or had been loving.</i>
	PASSIVE VOICE.	If, unless, etc.	<i>I, we, thou, you, he, she, it, they</i>	<i>had been loved.</i>
FUTURE TENSE.	ACTIVE VOICE.	If, unless, etc.	<i>I, we, you, etc.</i>	<i>should, or would love.</i>
	PASSIVE VOICE.	If, unless, etc.	<i>I, we, you, etc.</i>	<i>should, or would be loved.</i>

IMPERATIVE MODE.

PRESENT TENSE.	{ ACTIVE VOICE. }	<i>love, love thou or ye; do love, or do thou or ye love; be loving, or be thou or ye loving.</i>
	{ PASSIVE VOICE. }	<i>be loved, or be thou or ye loved.</i>

INFINITIVE MODE.

PRESENT TENSE.	{ ACTIVE VOICE. }	<i>To love. To be loving.</i>
	{ PASSIVE VOICE. }	<i>To be loved.</i>
PRESENT-PER- FECT TENSE.	{ ACTIVE VOICE. }	<i>To have loved. To have been loving.</i>
	{ PASSIVE VOICE. }	<i>To have been loved.</i>

PARTICIPLES AND GERUNDS.

PRESENT.	{ ACTIVE VOICE. }	<i>loving.</i>	PERFECT.	{ <i>having loved, or having been loving.</i>
	{ PASSIVE VOICE. }	<i>being loved.</i>		{ <i>loved, or having been loved.</i>

By arranging in an orderly way the verb forms that, in the various modes and tenses, correspond to the pronouns *I, we, thou, you, he, they*, when they are used as subjects, we have what is called *conjugation*. The verb *see*, partially conjugated, will illustrate.

INDICATIVE MODE.

Active Voice, Present Tense.

COMMON FORM.		EMPHATIC FORM.	
<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
1st pers. <i>I see,</i>	<i>we see,</i>	1st. pers. <i>I do see,</i>	<i>we do see,</i>
2d " <i>thou seest,</i>	<i>you see,</i>	2d " <i>thou dost see,</i>	<i>you do see,</i>
3d " <i>he sees,</i>	<i>they see.</i>	3d " <i>he does see,</i>	<i>they do see</i>
		<i>Sing.</i>	<i>Plur.</i>
PROGRESSIVE FORM.	1st person	<i>I am seeing,</i>	<i>we are seeing.</i>
	2d "	<i>thou art seeing,</i>	<i>you are seeing.</i>
	3d "	<i>he is seeing,</i>	<i>they are seeing.</i>
		<i>Sing.</i>	<i>Plur.</i>
INTERROGATIVE FORM.	1st person.	<i>do I see ?</i>	<i>do we see ?</i>
	2d "	<i>dost thou see ?</i>	<i>do you see ?</i>
	3d "	<i>does he see ?</i>	<i>do they see ?</i>

The progressive form is made interrogative by placing the subject after the auxiliary; thus, *am I seeing?* etc.

EXERCISE 95.—*Conjugate the verb love as follows:*

1. Active voice, indicative mode, present tense, common form; emphatic form; progressive form; interrogative form; interrogative-progressive form.

2. Same voice, mode, tense, and forms with the auxiliary *may*; *can*.

3. Passive voice, indicative mode, present tense. Also with *may*; *can*.

4. Active, indicative, past, common form; emphatic form; progressive form; interrogative form; interrogative-progressive form.

EXERCISE 96.—*Give the following conjugations:*

1. Of the verb *see* in active, indicative, present, common form; progressive form; emphatic form.

2. Same verb in active, indicative, past, same forms as in (1)

3. Of the verb *go* as in (1). As in (2).

4. Of the verb *walk* in those tenses of the indicative containing the auxiliaries *have* and *may*.

5. Of the verb *prove* in those tenses of the subjunctive that contain the auxiliary *should*.

LESSON L.

REGULAR AND IRREGULAR VERBS.

The verbs in our language have been divided into two great classes, *regular verbs*, and *irregular verbs*. These classes are known by the kind of change that must be made in the simplest form of a verb in order to get the simple form of the *past tense* and of the *past participle*. The simplest form is the present infinitive or the first person of the indicative present, and when to this simplest form the addition of *d* or *ed* will give both the past tense and the past participle, the verb is said to be *regular*. When these two parts are formed otherwise, the verb is *irregular*.

	PRES. INDICATIVE.	PAST INDICATIVE.	PERF. PARTICIPLE.
REGULAR VERBS.	<i>walk</i> <i>love</i>	<i>walked</i> <i>loved</i>	<i>walked</i> <i>loved</i>
IRREGULAR VERBS.	<i>sing</i> <i>go</i> <i>see</i>	<i>sang</i> <i>went</i> <i>saw</i>	<i>sung</i> <i>gone</i> <i>seen</i>

These three forms, together with the *present participle*, are called the *principal parts* of the verb. They are very important, since, by knowing them

for any verb, we are greatly aided in using correctly, not only every verb-phrase, but also every simple tense-form, for that verb.

To use the principal parts of a verb in forming the various verb-phrases, the pupil should be familiar with the following rules:

RULE I.—*The present infinitive, when preceded by the auxiliary do, gives the present indicative and the past indicative, emphatic form.*

I do see. Thou dost see. He did see.

RULE II.—*The present infinitive, when preceded by the auxiliaries may or can, gives the potential form of the present indicative; preceded by might or could, the potential form of the past indicative.*

I may sing. He might sing.

RULE III.—*The present infinitive, when preceded by shall or will, gives the future indicative.*

I shall see. You will see. We shall see.

RULE IV.—*Verb-phrases denoting progressive action or state contain the present participle of the principal verb.*

I am going. He has been going. We were going.

RULE V.—*Verb-phrases denoting completed action contain the past participle of the principal verb, preceded by have or had.*

I have gone. We had seen. He will have sung.

RULE VI.—*Every verb-phrase of the passive voice contains the **past participle** of the principal verb, preceded by some part of the auxiliary **be**.*

I am seen. He has been hurt. We had been deceived.

For use, as explained in the next lesson, we give below a list of the most important

IRREGULAR VERBS.

Verbs marked R. have also regular forms.

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>
Am, or be,	was,	been.	Drive,	drove,	driven.
Arise,	arose,	arisen.	Dwell,	dwelt, R.,	dwelt, R.
Bear (carry),	bore,	borne.	Eat,	{ ate, eat,	{ eaten.
Become,	became,	become.	Fall,	fell,	fallen.
Begin,	began,	begun.	Feel,	felt,	felt.
Behold,	beheld,	beheld.	Fight,	fought,	fought.
Beseech,	besought,	besought.	Find,	found,	found.
Bid,	{ bade, bid,	{ bidden, bid.	Flee,	fled,	fled.
Bind,	bound,	bound.	Fling,	flung,	flung.
Bite,	bit,	bitten.	Fly,	flew,	flown.
Bleed,	bled,	bled.	Forget,	forgot,	{ forgotten, forgot.
Blow,	blew,	blown.	Forsake,	forsook,	forsaken.
Break,	broke,	broken.	Freeze,	froze,	frozen.
Bring,	brought,	brought.	Get,	got,	{ got, gotten.
Burn,	R., burnt,	R., burnt.	Give,	gave,	given.
Buy,	bought,	bought.	Go,	went,	gone.
Catch,	caught,	caught.	Grind,	ground.	ground.
Choose,	chose,	chosen.	Grow,	grew,	grown.
Come,	came,	come.	Have,	had,	had.
Dig.	dug, R.,	dug, R.	Hear,	heard,	heard.
Do,	did,	done.	Hide,	hid,	{ hidden, hid.
Draw,	drew,	drawn.			
Drink,	drank,	drunk.			

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>
Hold,	held,	held.	Slay,	slew,	slain.
Hurt,	hurt,	hurt.	Sleep,	slept,	slept.
Keep,	kept,	kept.	Slide,	slid,	{slid,
Know,	knew,	known.			{slidden.
Lay,	laid,	laid.	Speak,	spoke,	spoken.
Lead,	led,	led.	Spin,	spun,	spun.
Leave,	left,	left.	Spring,	{sprang,	{sprung.
Lie	lay,	lain.		{sprung,	
(recline),			Stay,	staid,	staid.
Lose,	lost,	lost.	(remain),		
Make,	made,	made.	Steal,	stoie,	stolen.
Mean,	meant,	meant.	Stick,	stuck,	stuck.
Meet,	met,	met.	Sting,	stung,	stung.
Pay,	paid,	paid.	Strike,	struck,	{struck,
Read,	read,	read.			{stricken
Ride,	rode,	{ridden,	String,	strung,	strung.
		{rode.	Strive,	strove,	striven.
Ring,	{rang,	{rung.	Swear,	swore,	sworn.
	{rung,		Sweep,	swept,	swept.
Rise,	rose,	risen.	Swim,	{swam,	{swum.
Run,	ran,	run.		{swum,	
Say,	said,	said.	Swing,	swung,	swung.
See,	saw,	seen.	Take,	took,	taken.
Seek,	sought,	sought.	Teach,	taught,	taught.
Sell,	sold,	sold.	Tear,	tore,	torn.
Send,	sent,	sent.	Tell,	told,	told.
Set,	set,	set.	Think,	thought,	thought.
Shake,	shook,	shaken.	Throw,	threw,	thrown.
Shine,	shone, R.,	shone, R.	Tread,	trod,	{trodden,
Shoot,	shot,	shot.			{trod.
Show,	showed,	shown, R.	Wear,	wore,	worn.
Shrink,	{shrank,	shrunk,	Weave,	wove,	woven.
	{shrunk,	shrunk.	Weep,	wept,	wept.
Sing,	{sang,	{sung.	Win,	won,	won.
	{sung,		Wind,	wound,	wound.
Sink,	{sank,	{sunk.	Wring,	wrung,	wrung.
	{sunk,		Write,	wrote,	written.
Sit,	sat,	sat.			

LESSON LI.

ORAL DRILL ON IRREGULAR VERBS.

Mistakes in the use of certain irregular verbs are of such frequent occurrence that a special oral drill is given below. Exercise of this kind should be practiced very frequently, with the object of making the correct verb-phrases so familiar to the pupil that they will take their place in his daily speech. Even in primary grades this drill should be introduced. The explanation of the drill will suggest such untechnical language as could properly be used in a primary class, and teachers of grammar grades can introduce technical terms wherever they are convenient and appropriate.

(FOR THE BLACKBOARD.)

PARTS. {	<i>Lie</i>	<i>lay</i>	<i>lying</i>	<i>lain.</i>
	<i>Go</i>	<i>went</i>	<i>going</i>	<i>gone.</i>

SUBJECTS.

<i>I</i>	{ <i>He</i> <i>lies</i> <i>go</i> <i>goes</i>	{ <i>on the sofa when I am tired.</i> <i>under a tree and read my book.</i> <i>to school in the old red school-house.</i>
<i>We</i>		
<i>You</i>		
<i>He</i>		
<i>They</i>		
<i>She</i>		
<i>Mary</i>	}	(Other suitable endings may be given for the sake of variety.)
<i>The boys</i>		

EXPLANATION.

1. The meaning of the following terms should be taught:

Present, past, future, progressive, interrogative, declarative.

2. Four sets of verb-phrases are to be taught; viz.:

1. Common declarative; 2. Common interrogative; 3. Progressive declarative; 4. Progressive interrogative. These should be known by the pupil both by number and by name. .

3. The drill should be in four tenses; viz.:

Present, past, future, and present-perfect. The first three may be known by their names, and the last may be called "the form with have."

4. After putting the necessary matter on the board, the teacher says only "*Present, one.*" A pupil gives the *common, declarative, indicative, present.* Thus, for the verb *lie*:

"I lie on the sofa when I am tired."

"We lie on the sofa when we are tired."

He continues, until all the subjects have been used.

5. The teacher may first finish the four forms of the present, or may pass to another tense; thus, "*Past, two.*" The pupil recites:

Did I lie, etc.? Did we lie, etc.? Did he lie, etc.?

Again, "*The form with have, three.*"

I have been lying, etc. We have been lying, etc. Mary has been lying, etc.

In response to "*Future, four,*" the pupil should recite:

Shall I be lying on the sofa, etc.? Shall we be lying on the sofa, etc.? Will you be lying, etc.? (The auxiliaries *shall* and *will* are used as follows:

1. *Shall* is used in the *first person*, and *will* in the *second* and *third persons* to announce future action, or to inquire about future action.

2. *Will* is used in the *first person*, and *shall* in the *second* and *third persons* to make a promise, or to express the determination of the speaker.)

6. The teacher should make the drill sentences of considerable length, to avoid sing-song, and should change them frequently, for the sake of variety. Other points of importance can be made a matter of drill in connection with the drill on the verb.

If this drill be persistently practiced, the teacher will soon be convinced of its value by noting the disappearance from the speech of her pupils of such expressions as *I have saw, came, went*, etc.

7. A synopsis of the four forms, in the tenses proposed, is as follows:

PRESENT, ONE.—*I go to school*, etc. *We go to school*, etc.

PRESENT, TWO.—*Do I go*, etc.? *Does she go*, etc.?

“ THREE.—*I am going*, etc. *He is going*, etc.

“ FOUR.—*Am I going*, etc.? *Are you going*, etc.?

PAST, ONE.—*I went to school*, etc.

“ TWO.—*Did I go to school*, etc.?

“ THREE.—*I was going to school*, etc.

“ FOUR.—*Was I going*, etc.?

FUTURE, ONE.—*I shall go*, etc.

“ TWO.—*Will you go*, etc.?

“ THREE.—*I shall be going*, etc. *Mary will be going*, etc.

FUTURE, FOUR.—*Shall I be going*, etc.? *Will he be going*, etc.?

THE FORM WITH HAVE, ONE.—*I have gone*, etc.

“ “ “ “ TWO.—*Have I gone*, etc.?

“ “ “ “ THREE.—*I have been going*, etc.

“ “ “ “ FOUR.—*Have I been going*, etc.?

LESSON LII.

AGREEMENT OF THE VERB WITH ITS SUBJECT.

The verb undergoes certain changes of form corresponding to changes in the person and number of its subject. Thus, in the *active, indicative, present*, of the verb *see*, and in the same mode and tense of the verb *be*, we have:

	SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
1st PERSON.	<i>I see,</i>	<i>We see,</i>	<i>I am,</i>	<i>We are,</i>
2d "	<i>Thou seest,</i>	<i>You see,</i>	<i>Thou art,</i>	<i>You are,</i>
3d "	<i>He sees,</i>	<i>They see.</i>	<i>He is,</i>	<i>They are.</i>

Those modes in which changes of this kind occur are called *finite* modes. The finite modes are the *indicative, subjunctive, and imperative*. These changes produce what is called *agreement between a finite verb and its subject*.

The *infinitive* mode is so named because there is no agreement between a verb in this mode and its subject. (See page 114.) The *verbals* also are not finite.

These variations in the form of the verb are so simple that a mere outline of tense-forms in the several modes is a satisfactory substitute for the conjugation of any verb. Such an outline is called a *SYNOPSIS*,—that is, a *connected view*.

A synopsis usually consists of the first person singular of every tense in the indicative and subjunctive modes, and the imperative, infinitive, and

verbals complete. The pupil should be very familiar with the following

SYNOPSIS OF THE VERB *BE*.

INDICATIVE MODE.

PRESENT. *I am.*

PAST. *I was.*

FUTURE. *I shall, or will be.*

PRESENT PERFECT. *I have been.*

PAST PERFECT. *I had been.*

FUTURE PERFECT. *I shall have been, or will have been.*

SUBJUNCTIVE MODE.

PRESENT. (*If*) *I be.*

PAST. (*If*) *I were, or should be.*

PRESENT PERFECT. (*If*) *I have been.*

PAST PERFECT. (*If*) *I had been, or should have been.*

FUTURE. (*If*) *I should or would be.*

IMPERATIVE MODE.

PRESENT. { *Be thou or you; or*
 { *Do thou or you be.*

INFINITIVE MODE.

PRESENT. *To be.*
PRES. PERF. *To have been.*

VERBALS.

PARTICIPLES.

PRESENT. *Being.*

PAST. *Been.*

PRES. PERF. *Having been.*

GERUNDS.

PRESENT. *Being.*

PRES. PERF. *Having been.*

EXERCISE 97.—Give principal parts, and synopses of the following verbs:

1. Of *write* in active, indicative, second, singular.
2. Of *laugh* in subjunctive, first, singular.
3. Of *run* in third, singular, complete.
4. Of *see* in passive voice, first, singular, complete.
5. Of *come* in first, plural, complete.
6. Of *be* in second, singular, complete.

7. Of *drink* in passive voice, indicative and subjunctive, with *water* as subject.
8. Of *think* in passive voice, complete, with *it* as subject.
9. Of *do* in first, singular, active, complete.
10. Of *sit* in third, plural, complete.

LESSON LIII.

DEFECTIVE VERBS.

You have learned that the present infinitive, the present participle, the past indicative, and the past participle, of any verb, are called its principal parts.

A verb that lacks any of these principal parts is called a *defective* verb.

All the auxiliary verbs are defective. *Shall* and *will*, originally present tenses, are now used to form the future tenses in the indicative mode, and occasionally as principal verbs. Their past tenses, *should* and *would*, are now used sometimes to form the future tenses of the subjunctive mode, sometimes as principal verbs.

In the sentence, *I should go*, meaning, *I ought to go*, *should* is a principal verb, indicative mode, past tense, modified by the infinitive *go*.

Similarly, in the expressions, *He would go* (meaning that he had made up his mind to go), *might have come*, *could have come*, *must come*, *must have come*, *would*, *might*, *could*, and *must* are to be parsed as in the indicative mode, modified by the infinitives which follow. In analyzing sentences, however, it will often be convenient to regard the entire expression as the predicate verb.

In deciding whether *may, can, shall, will, be, have, might, could, would, or should*, is an auxiliary or not, it is necessary to decide whether it marks the *tense*, the *mode*, or the *voice*, of another verb. If it does not mark any one of these, then it is not an auxiliary.

EXERCISE 98.—*Decide whether the finite verbs (when used with infinitives) in the following sentences are auxiliary or not, giving your reasons:*

1. You have done that you should be sorry for.
2. Milton! thou shouldst be living at this hour.
3. Who would be free, himself must strike the blow.
4. They feared that he might be carried off by gypsies.
5. She was as fair as fair might be.
6. You would be taught your duty, I suppose.
7. If thou wilt, thou mayest make me clean. I will; be cleansed.
8. I have you caught and fast bound at last.
9. If he insults you, you should still bear in mind your own dignity.
10. Before Abraham was, I am.

LESSON LIV.

PARSING THE VERB.

To parse a verb is to give its principal parts; to state whether it is regular or irregular, transitive or intransitive; and, if transitive, whether it is in the active or the passive voice; to give its mode and tense; and to state its person and number, as determined by the person and number of its subject.

EXERCISE 99.—*In accordance with the model, parse all the verbs in the following selections:*

1. I come not to steal away your hearts.

MODEL.—*Come* is a verb; **principal parts**, *come, came, coming, come*; irregular, intransitive, indicative mode, present tense, and, to agree with its subject *I*, it is in the first person singular.

To steal is a verb; **principal parts**, *steal, stole, stealing, stolen*; irregular, transitive, active voice, infinitive mode, present tense. It is the principal part of the adverbial phrase *to steal away your hearts*, which modifies the meaning of the verb *come*.

2. Years following years steal something every day.
3. Three wives sat up in the light-house tower.
4. I stood in Venice, on the Bridge of Sighs.
5. I could lie down like a tired child.
6. To every man upon this earth
Death cometh soon or late.
7. The sun himself looks feeble through the morning mist
8. A suppressed resolve will betray itself in the eyes.
9. My dear friend, make yourself at home.
10. No mate, no comrade, Lucy knew.
11. Where have the pretty violets gone?
12. You should not whisper in school.
13. In a very few minutes, I shall have finished my task.
14. May I carry your basket?
15. I have called to see you.

LESSON LV.

INFINITIVE PHRASES.

In Lessons XXIX. and XXXII., you learned that a preposition with its object and the words that modify the object make up what is called a *prepositional phrase*, and that a *prepositional phrase* may be used as an adjective or as an adverb. You will afterwards learn that a prepositional phrase may be also used as a noun.

You are now to learn about another kind of phrase, the *infinitive phrase*.

A verb in the infinitive mode may be modified by an adverb; it may be completed by an object or by a noun or adjective complement; and it may have a subject in the objective case.

I rejoice to hear of your triumph.

We are commanded to forgive our enemies.

Try to be a man.

We will try to be happy.

The teacher ordered me to talk less.

The infinitive, with the words that complete it, is called an infinitive phrase.

The infinitive phrase may be used in the following ways:

1. As an adjective.

The work to be done to-day is easy.

2. As an adverb:

- a. Modifying a verb.

A sower went forth to sow some seed.

- b. Modifying an adjective.

I am glad to see you.

- c. Modifying an adverb.

She is too pale to be beautiful.

3. As a subject noun.

To climb steep hills requires slow pace at first.

4. As an object noun.

I like to walk fast.

Advise him to study.

I was about to go on.

5. As a predicate noun.

To see is to believe.

6. As an appositive or explanatory modifier.

It is a sin to speak deceitfully.

7. Independently.

To tell the truth, I was discouraged.

EXERCISE 100.—*Analyze the following sentences by putting them into diagrams:*

1. The Greeks learned from the Phoenicians how to build ships.

Subject.		Predicate.	
S. N. Greeks	P. V. learned	O. P. to build	o. n. ships
The	from Phoenicians	how	
	the		

2. To do good and to distribute, forget not.
3. It is good to be here.
4. I am sorry to hear it.
5. The children had a long lesson to learn.
6. The colonel ordered the soldiers to march.
7. The ship seems to sail very fast.
8. Perseus promised to procure the Gorgon's head.
9. The stranger did not appear to be a friend.
10. To be candid, I was not just in my dealings with him.
11. Robinson Crusoe did not have his parents' consent to go to sea.
12. The child is large enough to travel alone.
13. The college student is about to become a lawyer.

LESSON LVI.

THE SIMPLE SENTENCE.

The simplest form a sentence can have, is that in which a subject noun or pronoun is joined to a suit-

able verb, or to a verb and its object, so as to form a statement, a question, or a command ; as, *Birds fly. Mary ate the apples.*

Such sentences may be lengthened by the addition of modifiers ; but so long as these modifiers are words or phrases, and not clauses, the sentences are still simple. Thus: *Did the wolf in the fable eat the gentle little lamb ?*

Any element of a simple sentence may be compound ; as, *Mary and Lily gathered and pressed violets and buttercups.*

DEFINITION.—A **simple sentence** is a sentence containing one subject and one predicate, either of which may be compound.

Every sentence contains a *subject* and a *predicate*.

The subject of a simple sentence may be a noun, with or without adjective modifiers, or the equivalent of a noun.

The equivalent of a noun in a simple sentence may be :

1. A pronoun.

He lives in Easton.

We live in the United States.

2. An infinitive, or an infinitive phrase.

To forgive is wise.

To read well requires much practice.

3. A gerund.

Walking is a healthful exercise.

4. An adjective used as a noun

The good are happy.

The predicate always consists of or contains a verb ; as, *We eat. Cows eat grass.*

The other elements that a simple sentence *may* contain are :

1 Complements of the verb.

The complement of a transitive verb is called its *object*, which may be a noun or any one of its equivalents. Some verbs are said to take both a direct and an indirect object.

Give him food. They asked me questions

You may call *food* the object of *give*, and regard *him* as an adverbial modifier of *give*, equivalent to *to him*. Regard *me* as an adverbial modifier of *asked*, equivalent to *of me*.

The complement of an incomplete intransitive verb is called the predicate noun, pronoun, adjective, or phrase ; as, *Grant was a soldier. It is he.*

Some verbs in the passive voice are completed by a predicate noun or adjective ; as, *The house was painted red. The boy was named John.*

2. Supplements of the verb.

Some transitive verbs take not only an objective complement, but a supplement ; as, *He made the door fast.*

In this sentence, *fast* modifies the meaning of *door*, and at the same time supplements the meaning of the verb by defining the action performed on the door. The meaning would be the same if we said, *He fastened the door.*

A noun or pronoun used in this way is said to be a **supplement** of the verb, and an appositive modifier of the object.

Other examples are: *He painted the house **red**.*
*The officer struck the soldier **dead**.*

3. Adjective modifiers.

Equivalents of an adjective are:

a. A noun or a pronoun in the possessive case; as, ***My** bark is on the wave. The **mountain's** crest towered above us.*

b. A noun in apposition; as, *Longfellow, the **poet**, was greatly beloved.*

c. An adjective phrase; as, *The desire **to please** is praiseworthy. The boy, **having finished his task**, went to play. The harp **of Tara** is silent.*

NOTE.—In form, an adjective phrase may be *infinitive* (Lesson LV.), *prepositional* (Lesson XXIX.), or *participial* (Lesson XLVI.).

An adjective or its equivalent may modify the meaning of a noun in three ways.

a. As an attributive modifier; as, *The **brown** horse.*

b. As a predicate adjective; as, *The horse is **brown**.*

c. As an appositive modifier; as, *The aged man, **stiff** with rheumatism and **spent** with toil, hobbled along. They found him **dead**.*

4. Adverbial modifiers.

Equivalents of an adverb are:

a. A noun in the objective case, called an *adverbial objective*, the equivalent of an adverbial phrase, denoting quantity, time, etc.; as, *We rode **ten miles**. The book cost a **dollar**. The sermon lasted an **hour**.*

b. A noun or a pronoun in the objective case generally denoting that *to* or *for* which something is done, the equivalent of an adverbial phrase; as, *He gave James a book.*

c. A noun in the nominative absolute, accompanied by a participle; as, *Spring having come, the birds build their nests.* *Spring* is said to be in the nominative case *absolute*, because its case depends upon no other word in the sentence.

d. An adverbial phrase; as, *He rides on a bicycle. I called to see you.*

NOTE.—In form, an adverbial phrase may be *prepositional* (Lesson XXXII.), *infinitive* (Lesson LV.), or *participial* (c).

5. Independent elements.

These are words that have no immediate relation with other words in the sentence. They are:

a. A noun in the nominative case by address; as, *James, where are you going?*

b. An adverb or a conjunction used to connect a sentence with a preceding sentence; as, *The messenger, however, was not sincere.*

c. Interjections.

d. Phrases used independently; as, *To say the least, his conduct is very extraordinary.*

EXERCISE 101.—Analyze the following sentences by using diagrams or after the following model:

* 1. Why did you not give him the book?

NOTE.—Notice that modifying words are placed immediately after the element whose meaning they modify.

A simple interrogative sentence.

SUBJECT PRONOUN.	<i>you.</i>
PREDICATE VERB.	<i>did not give.</i>
MODIFIERS,	1. <i>(to) him</i> , adverbial phrase. 2. <i>why</i> , adverb.
OBJECT NOUN,	<i>book.</i>
MODIFIER,	<i>the.</i>

2. Truth, crushed to earth, will rise again.

3. His mother's last words, disregarded at the time, often came back to his mind.

4. Born in a provincial town, the son of humble parents, educated in a third-rate grammar school, without the patronage of the great, and without having recourse to unworthy means, he fought his way to the highest distinctions.

5. Silent he stood, and firm.

6. A thing of beauty is a joy forever

7. He swam three miles on a cold day.

8. The wind being favorable, we set sail.

9. We shall make the most capable man among us our leader.

10. The reward of one duty is the power to fulfill another.

11. Why did you not give him some assistance?

12. In spring, the leaves appear upon the trees.

13. Who saw him die?

14. Bid the child come here.

15. To succeed is pleasant.

16. Is the dog to be shot?

* In this scheme of analysis the words composing the subject are indicated by drawing a single line underneath. Those composing the predicate are indicated by drawing two lines underneath.

LESSON LVII.

RELATIVE PRONOUNS.

We can unite the first two of the sentences given below by using the word *who* instead of repeating the name *Washington*. The sentence thus formed has two *clauses* connected by the pronoun *who*. The noun *Washington* is the antecedent of *who*.

You have read of Washington.

Washington was our first President.

You have read of Washington, who was our first President.

The other pronouns that are used to connect clauses are *which*, *that*, *what*, *whose*, and *whom*. They are called **relative pronouns**.

DEFINITION.—A relative pronoun is a pronoun that relates to an antecedent and serves to connect clauses.

Who is always in the nominative case; *whose*, in the possessive; and *whom*, in the objective.

The antecedent of *what* is never expressed. In meaning, *what* is equivalent to *that which* or *the thing which*; as, *What is one man's meat is another man's poison*.

The compounds *whoever*, *whichever*, *whatever*; *whoso*, *whosoever*, *whichsoever*, *whatsoever*, are generally used, like *what*, without an antecedent.

I told the man that was here yesterday.

I told my father, who was here yesterday.

In the first of these sentences, the clause intro-

duced by the relative pronoun *that*, tells *which* man was told. The clause is said to be *restrictive*.

In the second sentence, the relative clause introduced by *who* does not tell *which* father was told. The word *who* is in this sentence almost equivalent to *and he*.

RULE.—A relative clause, when it is not restrictive, is separated by a comma from the noun or pronoun whose meaning it modifies.

EXERCISE 102.—In the following sentences, tell which of the relative clauses are restrictive. Parse the relative pronouns in accordance with the model.

1. This is the boy of whom you spoke.

MODEL.—*Whom* is a relative pronoun, because it relates to its antecedent *boy* and connects the clauses, *This is the boy* and *of whom you spoke*. It agrees with its antecedent in third person, singular number, and masculine gender. It is in the objective case, because it is the object of the preposition *of*.

2. I like a boy who is manly.

3. He drew out his handkerchief, which little Marygold had hemmed for him.

4. Daffydowndilly had a very strict schoolmaster, who went by the name of Mr. Toil.

5. Now came a rap over the shoulders of a little boy whom Mr. Toil had caught at play.

6. Have you not everything that your heart desires?

Who and *whom* are used only for persons; *which* only for animals, plants, and things without life. *That* and *whose* may be used for persons, animals, plants, and things without life.

EXERCISE 103.—Fill the blanks with suitable pronouns.

EXERCISE 104.—*Mention the noun or pronoun modified by each of the italicised clauses; and, when possible, change each clause to a phrase.*

1. They stood on a hill *that overlooked the moor.*
2. "It was the English," Kasper cried, "*who put the French to rout.*"
3. Not a soldier discharged his farewell shot
O'er the grave *where our hero we buried.*
4. Her feet disperse the powdery snow *that rises up like smoke.*
5. A book is a friend *whose face never changes.*
6. We trust not him *who has once broken faith.*
7. Sweet are the little brooks *that run*
O'er pebbles glancing in the sun.
8. It was the schooner Hesperus *that sailed the wintry sea*
9. He prayeth best *who loveth best*
All things both great and small.
10. It was the time *when lilies blow.*
11. A city *that is set on a hill* cannot be hid.
12. Spring is the time *when the swallows come.*
13. Uneasy lies the head *that wears a crown.*

EXERCISE 105.—*Point out the adjective clauses in the following sentences, and tell what each modifies:*

1. This is the house *that Jack built.*
2. I know a bank whereon the wild thyme grows.
3. He jests at scars, *that never felt a wound.*
4. I remember the house *where I was born.*
5. Books are the legacies *that genius leaves to mankind.*
6. The bird *that sings on highest wing,*
Builds on the ground her lowly nest.
7. No flocks *that range the valley, free,*
To slaughter I condemn.
8. No tears dim the sweet look *that Nature wears.*
9. Those who live in glass houses should not throw stones.
10. The frogs *that asked for a king* were eaten by a stork.

LESSON LIX.

ADVERBIAL CLAUSE MODIFIERS.

A clause used like an adverb, to modify a verb, an adjective, or another adverb, is called an *adverbial clause*.

The adverbial clause differs from the adverbial phrase in having a subject and a predicate.

VERB MODIFIED	}	He went	{	in the morning.
BY A PHRASE.				across the river
				with great speed

VERB MODIFIED	}	He went	{	when he was called.
BY A CLAUSE.				where duty called him.
				as heroes go.

A clause may modify an adjective

Boys are stronger than girls.

Here the adverbial clause is *than girls (are strong)*, and it modifies the adjective *stronger*.

He is not so tall as I am.

Here the adverbial clause *as I am*, modifies the adverb *so*.

EXERCISE 106.—*Mention the word modified by each of the italicised clauses :*

1. *After Robinson had eaten*, he tried to walk
2. *As Pandora raised the lid of the box*, the house grew dark and dismal

3. Robert of Lincoln's Quaker wife broods in the grass *while her husband sings*.

4. *Wherever he went*, he was welcome.

5. *Whene'er a noble deed is wrought,*
Whene'er is spoken a noble thought.
 Our hearts in glad surprise
 To higher levels rise.

6. Philadelphia stands *where the Schuylkill joins the Delaware*.

7. Come *when you are ready*.

8. *When I breathe upon the landscape*, hard as stone becomes the water!

9. Hiawatha waited *till the birch canoe grated on the shining pebbles*.

EXERCISE 107.—*Point out the adverbial clauses in the following sentences, and tell what each modifies:*

1. Cows come shivering up the lane when the East begins to blow.

2. The vessel struck where the white and fleecy clouds looked soft as carded wool.

3. The bells rang cheerily while a boy listened alone.

4. Do as I bid you.

5. Aladdin was rich while he owned the wonderful lamp.

6. The brown thrush sings as he sits in the tree.

EXERCISE 108.—*In the following sentences, tell which are adjective, and which adverbial, clauses. Tell also what each clause modifies:*

1. Peaches will redden for you to eat when the South begins to blow.

2. Build me a goodly vessel that shall laugh at all disaster.

3. When the bough breaks, the cradle will fall.

4. I can weather the roughest gale that ever wind did blow.

5. Do your work well while I am gone.
6. It was a time when everything was stirring.
7. This is the place where Lincoln is buried.
8. Stand where I can see you.
9. This is the land where our fathers died.
10. Boys that may be trusted are easily found.
11. Help those who are weak.
12. The little glowworm lights the ground,
While the beetle goes his round.

LESSON LX.

SUBORDINATE CLAUSES.

We have seen that a clause may perform the office of an adjective or an adverb. It may also be used as a noun. Let us now learn how such clauses are introduced.

Adjective Clauses.

This is the man that fell.

This is the place where Wolfe fell.

The two clauses, *This is the man* and *that fell*, are connected by the relative pronoun *that*. Besides connecting the clauses, the relative pronoun is used as the subject of the adjective clause.

The two clauses of the second sentence, *This is the place* and *where Wolfe fell*, are connected by the word *where*.

This word has two offices. Like a conjunction it connects clauses, and like an adverb it modifies the meaning of the verb *fell*. It is therefore called a *conjunctive adverb*.

Adjective clauses are introduced by relative pronouns or by conjunctive adverbs.

EXERCISE 109.—*To the following clauses add adjective clauses introduced by the conjunctive adverbs **when, where, why, and whereby.** Tell what each adjective clause modifies.*

1. Tell me the time 2. Do you know the place 3. Would you like to know the reason 4. This is a school 5. There is a law 6. I remember, I remember the house 7. This is the hour 8. You will find in your book the rules

EXERCISE 110.—*To the following clauses add adjective clauses introduced by relative pronouns. Tell what each adjective clause modifies.*

1. Æsop was a Greek 2. Longfellow wrote many poems 3. Shakespeare was the greatest poet 4. "A Wonder Book" is a collection of stories 5. Have you read your new book 6. Have you heard of the poet Whittier 7. "David Copperfield" is a novel 8. A fable is a story 9. Longfellow, Whittier, and Lowell were men 10. Arithmetic is a study 11. Grammar is a study

Adverbial Clauses.

There are two ways in which adverbial clauses are introduced.

*He will go **when** you call.*

*Because **he was good,** I rewarded him.*

In the first sentence, the word *when* is used like a conjunction, to connect the two clauses *He will go* and *when you call*. As an adverb, it modifies the meaning of the verb *call*. It is therefore called a *con-*

junctive adverb. In the second sentence, the word *because* connects the two clauses. It is a conjunction proper. Because it serves to introduce a clause that *depends* upon another clause, it is called a *subordinate conjunction*.

Adverbial Clauses are introduced by conjunctive adverbs or by subordinate conjunctions.

EXERCISE 111.—*To the following clauses add adverbial clauses, and tell what they modify. Mention the connectives used, and tell whether they are conjunctive adverbs or subordinate conjunctions.*

1. The streets would be clean 2. New York is not so large
3. You will see the robin 4. The children must stay here 5.
The boy stood on the burning deck 6. You may go 7. Beggars
might ride 8. It must be raining 9. London is larger 10. He
was so poor 11. You should think 12. Work 13. The dog
did not know his mistress 14. Pandora should not have touched
the box 15. You must try again

Noun Clauses.

The noun clause may be used —

1. As a subject.

Where he is buried has never been discovered.

The word *where* introduces the noun clause *Where he is buried*. It also modifies the meaning of the verb *is buried*. It is therefore a conjunctive adverb.

2. As an object.

I saw that he was at home.

He was earnest in what he did.

The noun clause *that he was at home* is the object of the

verb *saw*. It is introduced by the subordinate conjunction *that*.

The noun clause *what he did* is the object of the preposition *in*. It is introduced by the relative pronoun *what*. This pronoun is the object of the verb *did*.

3. As a predicate noun.

Things are not what they seem.

4. In apposition.

It is true that I am afraid.

In this sentence, the noun clause *that I am afraid* is in apposition with the pronoun *It*.

Noun clauses are introduced by relative pronouns, conjunctive adverbs, or subordinate conjunctions.

A short quotation containing a subject and predicate, when dependent upon a verb, may generally be regarded as a noun clause; as, *He said, "I am tired."*

EXERCISE 112.—*To the following clauses add noun clauses, and tell how they are used:*

1. The spider said to the fly 2. Commodore Perry's last words were 3. Have you ever heard it said 4. For a long time it was believed by astronomers 5. Are you acquainted with the fact 6. The judge said these words to the prisoner 7. I know 8. Is it true 9. The teacher made a rule 10. The brown thrush keeps singing

A clause that is used as a single word—an adjective, an adverb, or a noun—is called a *dependent* or *subordinate clause*.

Among the most common of subordinate con-

junctions are : *as, while, until, because, for, since, if, unless, except, though, that, lest, than, etc.*

EXERCISE 113.—*Give the subordinate clauses in the following sentences, tell how they are used, and tell the kinds of connectives employed :*

1. I dreamed that life was Beauty.
2. I found that life was Duty.
3. When the ostrich gets tired, it runs from side to side, or in a curve.
4. There was once a king who had three brave and handsome sons.
5. We shuddered there in silence, while the hungry sea was roaring.
6. We anchored safe in harbor when the morn was shining clear.
7. I was only playing that I was ninety-nine.
8. Our homestead had an ample hearth where at night we loved to meet.
9. I used to think that the tops of the fir-trees were close against the sky.
10. Prospero told them that their ship was safe in harbor.

LESSON LXI.

THE COMPLEX SENTENCE.

You have learned that a simple sentence is a sentence containing but one subject and one predicate.

A sentence containing a subordinate clause—whether adjective, adverbial, or noun—cannot be a simple sentence, for the subordinate clause must contain a subject and a predicate.

A subordinate clause always depends upon another clause, called the principal clause.

When the birds were grown, they flew away.

In this sentence, *they flew away* is the principal clause, and *When the birds were grown* is the subordinate clause. The sentence is said to be *complex*.

What he said interested nobody.

Here the principal clause is the whole sentence, and the subordinate clause is the subject, *What he said*. The sentence is *complex*.

Sometimes a complex sentence consists of a principal clause and two or more subordinate clauses.

While we were in school yesterday, we learned that the moon causes the tides.

In this sentence, the principal clause is *we learned that the moon causes the tides*. The subordinate clause, *that the moon causes the tides*, is used as a noun. The subordinate clause, *While we were in school yesterday*, is used as an adverb.

DEFINITION.—A **complex** sentence is a sentence that contains one principal clause and one or more subordinate clauses.

EXERCISE 114.—*Analyze the following sentences in accordance with the model:*

1. That he came, is certain.

(a) Complex declarative sentence.

SUBJECT,	<i>that he came</i> , noun clause (b).
PREDICATE VERB,	<i>is</i> .
PREDICATE COMPLEMENT,	<i>certain</i> , adjective.

(b) Noun clause.

CONNECTIVE,	<i>that</i> , subordinate conjunction.
SUBJECT PRONOUN,	<i>he</i> .
PREDICATE VERB,	<i>came</i> .

2. The evil *that* men do, lives after them.
3. We rowed on a pretty lake where water-lilies grow.
4. When the travelers resumed their journey, the rain fell in torrents.
5. The weary invalid begged *that* we would stay with him.
6. None return from those quiet shores,
Who cross with the boatman pale and cold.
7. Each heart has its haunted chamber,
Where the silent moonlight falls.
8. This world is but the rugged road *that* leads us to a fairer realm.
9. Every one who has looked at the map of Norway has noticed the singular character of its coast.
10. The pale moonlight fell upon the fisher's boat where it lay far out on the lonely sea.
11. The big trees *that* grow in the Yosemite Valley are the largest in the world.
12. The miller *that* lived by the Dee, worked and sang from morning till night.
13. Books give to all who faithfully use them the society of the best and greatest of our race.
14. The Sabbath is the golden clasp *that* binds together the volume of the week.
15. The flower *that* is called the dog-tooth violet is really a lily.
16. "Wherever you go," said the maiden, "I shall follow."

17. To him who forgives much, much will be forgiven.
18. Many famous men and women followed Hawthorne when he was carried to his grave.
19. The strong man plodded through the deep snow until his strength forsook him.
20. A deer that had been wounded by the hunters darted across my path.

LESSON LXII.

THE COMPOUND SENTENCE.

Two or more simple sentences may be so connected by conjunctions as to form a sentence the clauses of which shall be *independent*.

Men may come.

Men may go.

I go on forever.

Men may come, and men may go, but I go on forever.

In this sentence no clause is used as a single word—noun, adjective, or adverb—in one of the other clauses. The three clauses are independent, and the sentence is said to be **compound**.

Sometimes an independent clause in a compound sentence is itself compound or complex.

A tart temper never mellows with age; and a sharp tongue is the only edged tool that grows keener with constant use.

The second independent clause in this sentence is complex.

Conjunctions used to connect independent clauses are called *co-ordinate conjunctions*. Among the most

common of these are: *and, either, or, neither, nor, but, yet, also, likewise, moreover, besides, etc.*

DEFINITION.—A compound sentence is a sentence containing two or more independent clauses.

EXERCISE 115.—*Tell which of the following sentences are compound and which complex; also which clauses are independent and which subordinate; mention the kinds of connectives used:*

1. I went when he told me. He promised that he would come.
2. He was punished, and she was shut up in a dark room.
3. The moon is bright because the sun lights its face.
4. The teacher asked why I inverted the divisor.
5. Lincoln was the President that set free the slaves of this country.
6. The foreigner explained in broken English whence he came and whither he was going.
7. More than two thousand six hundred years have passed away since Rome was founded.
8. As we wandered along the beach, we saw a beautiful steamer enter the harbor.
9. My father advises that we make hay while the sun shines.
10. I love the man that sings at his work.
11. One is scarcely sensible of fatigue while he marches to music.
12. Laziness travels so slowly that Poverty soon overtakes him.
13. The ornaments of a home are the friends that frequent it.
14. Beware of him that flatters you.
15. Never speak anything for truth that you believe to be false.
16. Careless people often speak before they think.

17. Now fades the glimmering landscape on the sight,
And all the air a solemn stillness holds.

18. Wherever the bamboo is found in abundance, the natives apply it to a variety of uses.

EXERCISE 116.—*Analyze the following compound sentences :*

1. The snow lay in great drifts in the deep ravines, and chilly winds whistled and moaned through the naked tree-tops.

Coördinate clauses.

(a) The snow lay in great drifts in the deep ravines.

(b) Chilly winds whistled and moaned through the naked tree-tops.

Proceed with the analysis of each clause as in preceding models.

2. The eyes of the young man looked far into the future, and his fancy painted every thing with brilliant hues.

3. We were much disappointed on account of our failure, and we requested our guide to lead us back to camp.

4. During the hot days of summer, cool breezes from the sea blow over the heated land, but warm land-breezes blow seaward at night.

5. Elephants are big and clumsy, but they can run very fast.

6. Our barn is low and dim, and swallows sweep in and out through the doors.

7. One wren sang among the dark-green leaves, but the other was feeding two little open mouths.

8. The queen of the fairies rides in a pea-pod carriage, and a band of fire-flies light her way.

9. The old town of Salem was once a famous sea-port, and ships sailed from its harbor to the ends of the world.

10. Charcoal and the diamond are very unlike, yet they are composed of exactly the same substance.

11. The army of the enemy swept over the face of that fair land, and in its path followed famine and desolation.

12. He was not driven from his purpose by danger, neither was he discouraged by repeated failures.

13. No two watches go just alike, yet each man believes his own.

14. The way was long, the wind was cold,
The minstrel was infirm and old.

15. The violets wept in the shade, but the sun came and kissed their tears away.

16. The shadows grew long, and the blue skies were gray,
And the bees and the butterflies all flew away,
And the dew on the grasses was falling.

17. Beautiful thoughts make a beautiful soul, and a beautiful soul makes a beautiful face.

LESSON LXIII.

RULES OF SYNTAX.

To give the syntax of a word is to explain its relation, in accordance with the rules of *concord*, *government*, and *order*, to some other word or words in a sentence.

Concord is the agreement in case, gender, number, person, mode, or tense, of two connected words.

1. A finite verb agrees with its subject in number and person; and the subject of a finite verb, when a noun or a pronoun, is always in the nominative case; as, *A man walks. All men walk. I am to blame. They are to blame.*

Notice the following variations of this rule:*

* For further variations of the rule see the author's "Advanced Lessons in English Grammar," pp. 242-245.

(a) When a subject consists of two or more nouns or pronouns connected by *and*, the predicate verb must be in the plural; as, *John and Mary were here.*

(b) Sometimes the connected nouns refer to the same thing. In that case, if the nouns are in the singular number, the verb also must be in the singular; as, *My friend and teacher is here.*

(c) When the parts of a compound subject are in the singular number and are connected by *or*, *either—or*, or *neither—nor*, the verb must be singular; as, *John or Mary was here. Either John or Mary was here. Neither John nor Mary was here.*

(d) A collective noun denoting a group of objects regarded as *one* whole, takes a verb in the singular; but when the noun denotes a group regarded as individuals, it takes a verb in the plural; as, *The class was large. The whole class were delighted with the lesson.*

CAUTION 1.—Do not use a plural verb after a singular subject modified by an adjective phrase that is introduced by *with*. We should say, *The rebel chief, with all his attendants, was (not were) captured.*

CAUTION 2.—When two subject nouns are connected by the conjunction *as well as*, the verb agrees in person and number with the first; as, *The boys, as well as their sister, deserve commendation.*

CAUTION 3.—Never use a singular verb after *you* or *they*. Do not say *you was there*, or *was you there*?

CAUTION 4.—Do not mistake a noun in a modifying phrase for the subject of a verb; as, *The eating of apples promotes (not promote) health.*

CAUTION 5.—When the subject is a relative pronoun, be sure that the number and person of the verb are the same as the number and person of the antecedent of the relative. We say, *This is the only one of the books that is worth reading*, because the antecedent of *that* is *one*; but *This is one of the best books that have appeared this year*, because the antecedent of *that* is *books*.

CAUTION 6.—Beware of incorrect contractions of verbs with

the adverb *not*. Do not use *He don't*, *It don't*, for *He does not*, *It does not*. Do not use *You da'sn't*, *He da'sn't*, for *You dare not*, etc.

2. Every adjective, or its equivalent, modifies the meaning of a noun expressed or understood.

CAUTION.—*This*, *that*, *each*, *every*, *either*, and *neither*, when used as adjectives, are joined to singular nouns; *these* and *those* are joined to plural nouns.

3. A pronoun agrees with its antecedent in gender, number, and person. See pp. 40-49.

4. The subject and the complement of an intransitive verb, or of a verb in the passive voice, of incomplete predication, agree in case; as, *We thought it was he*. *Whom did you think him to be?* *He was elected President*. See Lessons XXXVI. and XXXIX.

5. When a noun or a pronoun explains the meaning of another noun or pronoun, the explaining noun or pronoun agrees in case, or is in apposition, with the noun explained. See Lesson XXXVIII.

6. Verbs in subordinate clauses, as well as infinitives and gerunds, must take the form required by the tense of the principal verb.

CAUTION 1.—When an infinitive refers to a time coincident with, or after, that of the principal verb, the *present infinitive* should be used; as, *I intended to go*.

CAUTION 2.—When an infinitive refers to a time prior to that indicated by the principal verb, the *perfect infinitive* should be used; as, *He is reported to have sailed yesterday*.

CAUTION 3.—See that the tense of a verb in a subordinate

clause does not conflict with the tense of the verb in the principal clause; as, *If I have the book, I will send it. If I had the book, I would send it. If I had had the book, I would have sent it.*

CAUTION 4.—Verbs joined by coördinate conjunctions should be in the same mode and tense; as, *I am sure that he has been there and has done (not did) what was required of him.*

Government is the power that a word has to determine the case of a noun or a pronoun.

7. Transitive verbs, and their participles and gerunds, as well as prepositions, govern the objective cases of nouns and pronouns. See Lessons XV., XXVIII., and XXXI.

CAUTION 1.—When the object is separated by a clause from the governing word, be careful that the object is used in the objective case; as, *Him (not he) that is suspicious of others, we are apt to suspect.*

CAUTION 2.—In interrogative sentences, be careful to distinguish between a pronoun used as the object of a transitive verb or a preposition, and a pronoun used as a predicate complement; as, *Whom (not who) did you meet? Whom (not who) were you walking with? Who (not whom) do you think he is?*

CAUTION 3.—Be careful to use the objective cases of the personal pronouns after a preposition; as, *Between you and me (not I) there should be no difference.*

CAUTION 4.—When the object of a transitive verb is an *infinitive phrase*, consisting of an infinitive preceded by a subject, be sure that the subject is in the objective case; as, *Let him and me (not I) go.*

The **order** of words in a sentence is often very important in determining the sense.

8. In the **usual order** of words in a sentence,

the subject (including modifiers) precedes the predicate (including modifiers).

CAUTION.—The usual order is sometimes reversed for the purpose of laying emphasis on some word or thought ; as, *Great is Diana of the Ephesians*.

9. Adjective and adverbial modifiers should be placed as near as possible to the words whose meanings they modify.

CAUTION 1.—When an adverb modifies the meaning of a verb in a compound tense, the adverb comes after the first auxiliary if the verb is in the active voice, and before the principal verb, if it is in the passive voice ; as, *Education will **always** elicit respect. He will **certainly** have finished before you arrive. The problem can be **easily** solved.*

CAUTION 2.—As a general rule, adverbial clauses of time, place, or condition, precede the principal clause ; as, ***When summer comes**, the days are longer. **If you wish it**, I will accompany you.*

CAUTION 3.—Two phrases or clauses modifying the meaning of the same verb may be placed one before, the other after, the verb ; as, ***After a little practice**, he will speak **with greater ease**. **If you will allow me**, I shall assist you **when I have finished my lesson**.*

CAUTION 4.—Be careful to place the adverbs *only*, *solely*, *equally*, *at least*, immediately before the words whose meanings they modify ; as, *I **only** spoke a few words* (meaning that I did nothing else). *I spoke **only** a few words* (that is, my speech was brief).

10. When two words are used correlatively, each member of the pair should come before the same part of speech.

*The child was happy, **not** because she won the prize, **but** because she pleased her mother ;* it would be wrong to place *not*

before *happy*. *They chose him not only secretary, but also president*; it would be wrong to place *not only* before *chose*. *The clergyman spoke both eloquently and sincerely*; it would be wrong to place *both* before *spoke*. *The chair is good for neither ornament nor use*; it would be wrong to place *neither* before *good*. The last sentence might also be written, *The chair is not good for either ornament or use*.

11. The article (the definite article *the*, and the indefinite article *a* used before a consonant sound, or *an* used before a vowel sound) is repeated before connected nouns when the objects denoted are to be considered separately; as, *A noun or a pronoun may be the subject of a sentence*.

12. The article is repeated before connected adjectives when they modify different nouns; as, *The black and the white horse are in the stable*. The word *horse* is understood after *black*.

CAUTION.—In the expression, *a black and white dress*, we speak of only one dress which combines both colors. In *a black and a white dress*, we refer to two dresses.

RULES FOR CAPITALS.

1. Begin with a capital the first word of every sentence.
2. Begin with a capital the first word of every line of poetry.
3. Begin with a capital every proper noun and every proper adjective.
4. Begin with a capital every name or title of the Deity.
5. Write the pronoun *I* and the interjection *O* with capitals.
6. Begin with capitals the names of the days of the week and the months of the year.
7. Begin with capitals the important words in the title of a book, or in the subject of any other composition.
8. Begin with a capital every title of honor or respect.

9. Begin with capitals the names of points of the compass when they denote sections of a country.
Gold is found in the great North-west.
10. Begin with a capital every word that denotes an important epoch or event of history.
The Civil War lasted four years.
11. Begin with a capital every personified common noun.
Then Peace shall smile upon us, and Plenty abide among us.
12. Begin with a capital the name of every religious denomination.
13. Begin with a capital every *direct* quotation, when the quotation is a complete sentence. The first word of an *indirect* quotation should begin with a small letter, unless it requires a capital by the operation of some other rule.

Direct.—He quoted the maxim, "Honesty is the best policy."

Indirect.—He reminded us that honesty is the best policy.

RULES FOR PUNCTUATION.

I. THE COMMA.

1. A very long subject is *usually* separated from the predicate by a comma.
That gymnastic training is good for boys, is clear.
2. Two or more words in the same grammatical relation are separated from each other by commas, unless all the conjunctions are expressed.
Poetry, music, and painting are fine arts.
3. When words connected by a conjunction follow in successive pairs, a comma should be inserted after each pair.
Sink or swim, live or die, survive or perish, I am for the Declaration.
4. A noun, a phrase, or a clause in apposition, unless it is closely connected with the word it modifies, should be set off by commas.
Paul, the Apostle of the Gentiles, preached at Athens.
5. An appositive adjective or adjective phrase is set off from the rest of the sentence by a comma or commas.
General Wolfe, wounded and dying, learned of his great victory.

- 6.** An adverbial phrase preceding the verb and its subject, is *usually* followed by a comma.

Beyond the shadow of the ship, I watched the water-snakes.

- 7.** An adverbial phrase coming between the subject and the verb, or between the parts of the predicate, is set off by commas.

The soldier, from force of habit, obeys.

- 8.** The following adverbs, particularly when they begin a sentence, are *usually* set off by commas:

again	first	lastly	moreover	now
besides	secondly	finally	namely	indeed
however	thirdly, etc.	hence	nay	thus

- 9.** The name of a person addressed is set off by the comma.

- 10.** When the same object follows two or more prepositions, a comma is inserted after each preposition.

He was sent by, and he acted for, the people of the village.

- 11.** A relative clause, when it is not restrictive, is separated by a comma from the noun or pronoun whose meaning it modifies.

Restrictive.—I will tell it to the man that is at the gate.

Not restrictive.—I will tell it to my father, who is waiting to hear it.

- 12.** When an adverbial clause precedes the principal clause, the former is followed by a comma.

If he come soon, I shall be glad.

- 13.** When an adverbial clause is introduced within a principal clause, or within a subordinate clause, it is preceded and followed by commas.

The man is, as I suppose, your friend.

- 14.** A quotation is set off from the rest of the sentence by a comma or commas, unless it is formally introduced.

Beware of the man who says, "I am on the eve of a discovery." "Art is long," says Longfellow, "and time is fleeting."

- 15.** The omission of a predicate verb is indicated by a comma.

To err is human : to forgive, divine.

16. Independent clauses, when they are not themselves subdivided by commas, and are related in meaning, are separated by commas.

On they go, and still more springs come, and the rivers grow larger and larger.

II. THE SEMICOLON.

1. The clauses of a compound sentence, when they are themselves subdivided by commas, are separated by semicolons.

Having detained you so long already, I shall not trespass longer upon your patience; but, before concluding, I wish you to observe this truth.

2. When a quotation or an illustration is introduced by *as* or *namely*, a semicolon should be placed before the introductory word, and a comma after it.

An island is a portion of land surrounded by water; as, Australia, Iceland.

III. THE COLON.

1. The clauses of a compound sentence, when they are themselves subdivided by semicolons, are separated by colons.

The quality of mercy is not strained; it droppeth as the gentle rain from heaven upon the place beneath: it is twice blessed; it blesseth him that gives and him that takes.

2. A quotation or an enumeration of particulars, when formally introduced, is preceded by a colon.

Emerson says this: "The plague of society is egotists."

The following metals are found in California: gold, silver, etc.

IV. THE PERIOD.

1. A period should be placed after every declarative and every imperative sentence.
2. A period should be placed after every abbreviation.

Mr. Hon. Penn. LL.D. A.M.

V. THE INTERROGATION POINT.

An interrogative word, phrase, or sentence should be followed by an interrogation point.

Where did you see him? In the house? When?

VI. THE EXCLAMATION POINT.

An exclamation point should be placed after every exclamatory word, phrase, or sentence.

Stand! The ground's your own, my braves!

VII. OTHER MARKS.

The *Dash* is used

1. When a sentence breaks off abruptly.

I don't believe that the train—but I'm mistaken; it's coming now.

2. When there is a sudden change in the subject.

He did not understand—he was very dull—the teacher's explanation.

3. Sometimes before words used to explain the meaning of preceding words.

We were abundantly provided with all kinds of good things—pies, cake, fruits, etc.

The *Parentheses* are used

To inclose a remark that might be omitted without destroying the sense of the sentence.

Washington (he was the first President) died in the year 1799

The *Apostrophe* is used

1. To denote the omission of a letter or of letters.

I'll come before you've gone.

2. To denote the possessive case.

The sailor's last resting-place was beneath the ocean's waves.

The *Hyphen* is used

1. To join the parts of compound words and expressions.

2. To indicate that one or more syllables of a word will be found at the beginning of the next line below.

Quotation Marks are used

To show that a passage was written or spoken by some other person exactly as given.

"Come in," he said, "and tell us all about your journey."

**To avoid fine, this book should be returned on
or before the date last stamped below**

SOM—9-40

--	--	--

BALCONY COLLECTION
CURRICULUM LIBRARY

425.1
M465

LE

593635
Maxwell, W. H.
Introductory lessons in English
Grammar

DATE

NAME

DATE

LIBRARY, SCHOOL OF EDUCATION, STANFORD
593635

DEPARTMENT OF EDUCATION
BUREAU OF TECHNICAL EDUCATION

